REPORT RESUMES

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A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED STUDENTS IN THE INTERMEDIATE SCHOOL (MIDDLE SCHOOL).

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THE BOARD OF EDUCATION TASK FORCE REPORTS ON THE DEVELOPMENT OF CURRICULUMS FOR INTERMEDIATE (MIDDLE) SCHOOLS ARE EVALUATED IN THIS STUDY. A TEAM OF EDUCATORS AND CONTENT SPECIALISTS EXAMINED THE MATERIAL WITHIN THE FRAMEWORK OF SPECIALLY PREPARED GUIDELINES AND THE PREVIOUSLY STATED OBJECTIVES FOR MIDDLE SCHOOLS--TO DEVELOP THE INSIGHTS, UNDERSTANDINGS, AND APPRECIATIONS NECESSARY FOR THE UNDERPRIVILEGED CHILD TO LIVE COMPETENTLY IN A LARGE CITY AND TO PLAN EFFECTIVE CURRICULUMS IN MATHEMATICS, SCIENCE, FOREIGN LANGUAGES, TYPEWRITING, ENGLISH, LANGUAGE ARTS, HISTORY, SOCIAL SCIENCES, ART, MUSIC, URBAN LIVING, INDUSTRIAL ARTS, AND HEALTH EDUCATION. IN ADDITION, THE CURRICULUMS ARE APPRAISED IN RELATION TO THE IDEAS AND PRACTICES OF FIVE SELECTED, DESEGREGATED NEW YORK CITY SCHOOLS WHICH SERVE DISADVANTAGED CHILDREN AND ARE MEETING MIDDLE SCHOOL OBJECTIVES SUCCESSFULLY. COMPARISONS ARE MADE ALSO WITH CURRICULUM DEVELOPMENTS IN LOS ANGELES, CHICAGO, AND PHILADELPHIA. RECOMMENDATIONS FOR IMPROVING THE CURRICULUM PROJECT AND THE IMPLEMENTATION OF THE MIDDLE SCHOOL CONCEPT ARE INCLUDED. THE APPENDIXES CONTAIN A STUDY OF THE ACADEMIC ACHIEVEMENT OF THE PUPILS IN THE FIVE INTEGRATED SCHOOLS, THE SUGGESTED GUIDELINES FOR USE BY SPECIALISTS IN DEVELOPING THE NEW CURRICULUMS, AND THE ACTUAL EVALUATIONS OF THE AVAILABLE TASK FORCE REPORTS. (NH)

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A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED STUDENTS IN THE INTERMEDIATE SCHOOL (MIDDLE SCHOOL)

UD 002 701

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November 1, 1966

TABLE OF CONTENTS

Foreword... 1

Research Design.................................... 2

Process.. 4

Overall Evaluation of Task Force Reports........... 6

Summary of Observations of Five Selected Schools.......... 9

Contribution of the Three-City Survey.............. 12

Results of Pupil Achievement Research..............13

Recommendations....................................14

APPENDICES 17

Appendix A - Pupil Academic Achievement in Five Integrated Schools
Appendix B - Evaluation of Curriculum Task Force Reports

    1. Suggested Specialist Guidelines
    II. Task Force Reports

Appendix C - Staff Page

The curriculum materials produced by the Board of Education Task Forces are a tribute to the creative leadership and hard work of Dr. Joseph O. Loretan, the late Deputy Superintendent of Schools, who spearheaded the drive to develop instructional materials which would be "humanistic in design and functional in approach." The children whose lives will be enriched and strengthened thereby are a living memorial to the man who devoted so much of his professional life to meeting the "individual needs of all children."

FOREWORD

The Center for Urban Education Research Team approached the responsibility of evaluating the curriculum materials with a deep respect for the professional competence of the teachers, principals, supervisors, and district personnel who served on the Task Forces. The Team understood and appreciated the hardships involved in doing a task of this magnitude in such a short time, especially "on top of" full time teaching, supervising, and administrating responsibilities.

The Research Team faced many of the same problems which beset the Task Forces. Busy professional people were asked to construct designs and conduct evaluation procedures at the very end of the 1966 school year. The materials themselves were not available to be evaluated until late in September. It was physically impossible for the Task Forces to meet the July 1st deadline. Preliminary drafts came in during August, but it would have been unfair to evaluate these early working papers. But, important groundwork could be laid while the public schools were still in session and considerable worthwhile information could be secured and analyzed over the summer months. This was done.

Obviously, tight "before" and "after" research designs were impractical. Furthermore. the charge given to the Research Team by the Center for Urban Education specifically ruled them out. The Team was asked to study the curriculum materials provided by the Task Forces and prepare anecdotal evaluations of them - evaluations which would give subjective yet highly professional estimates of the soundness of the proposals. These suggestions are incorporated into reports which should be helpful to the teachers and other school personnel who have the responsibility of implementing the new curriculum in the intermediate schools.

RESEARCH DESIGN

The Research Design which was developed and submitted to the Center for Urban Education last May included professionally sound ways of exploring the extent to which the curriculum materials developed by the Board of Education Task Forces implemented the philosophy and objectives of the Middle School Curriculum Project as described and listed in the Project Description (4/25/66). These objectives are:

1) "The curriculum will aim to develop the insights, understandings, and new appreciations essential for the competent living of the underprivileged child in a great urban center. Emphasis in all curriculum areas will be placed on growth in human and social relations that contribute to an understanding of the worth of all people. In each curriculum area, the emphasis will be placed on developing in disadvantaged pupils, at an earlier age than before, the understandings inherent in each subject discipline. Emphasis will be on meeting individual needs, learning to study effectively, and achieving a substantial degree of competence."

2) "To develop a new, more effective curriculum designed to meet the needs of a high percentage of disadvantaged pupils, grades 5 - 8, living in a great urban center."

3) "New curriculum in the following areas will be developed by curriculum writers, teachers, supervisors, and consultants to meet these needs," in mathematics, science, foreign language.

typewriting, English-language arts, history and the social sciences, art, music, urban living, industrial arts and health education.

Since time and financial resources would not permit an exhaustive try-out of these materials with children in school situations, it was decided that the evaluation could, at best, only provide descriptive material done by competent professional educators and content specialists. While the analysis of the individual Task Force reports would, undoubtedly, furnish helpful information to the public school officials, it was decided that evaluation of the materials should be exposed to at least two other approaches.

First, the Evaluation Team wanted to know if these materials reflected curriculum ideas and practices which might be found in carefully selected New York City elementary schools which are achieving a high degree of excellence in terms of the intermediate school objectives described above. The Team was confident that many fine schools do exist in New York City and that certainly new organizational patterns and curricula should build upon, and take advantage of, what these schools are doing.

Secondly, the Evaluation Team decided that some attention should be given to curriculum developments in several other large cities. Certainly the curriculum Task Forces should not overlook the progress and problems which these cities are experiencing. The Research Design was drawn with these considerations in mind.

PROCESS

Evaluation of the Task Force Reports by Specialists: The evaluation of the curriculum materials by competent professional educators and specialists in the various content fields had to be delayed until the early fall because the Task Force reports were unavailable. Guidelines[1] consistent with the Board of Education Middle School objectives were prepared to aid in the study of the reports. As the reports became available they were given to the professional personnel, together with the guidelines. The evaluation prepared by the specialists constitutes the first major part of this report.

Evaluation of the Task Force Reports in Terms of School Findings: A number of district superintendents having schools which serve disadvantaged area children were invited to select one, two or three elementary schools in their districts which met the following criteria:

a) school population includes a significant number of disadvantaged area children,

b) the school is desegregated and is achieving a degree of integration, and

c) the school is achieving a considerable degree of excellence in implementing Board of Education Middle School objectives.

From the list submitted by the district superintendents, 4th, 5th, and 6th grades in four elementary schools were selected for study. The Evaluation Team needed to have some reasonable assurance that the schools to be included in the sample were in fact good schools. In approaching this problem, two assumptions were made:

1 - Specialists Guidelines -- See Appendix B

1) the district superintendent, in cooperation with his staff, can identify good schools, and, 2) the inclusion of a control school will increase the validity of the selections. The Coordinator, on the basis of a variety of sources of information, selected a control school and withheld the identity of this school from the Study Team until all the visitations and evaluations had been prepared. A sample of five elementary schools was studied. Data analysis did in fact indicate that the sample did meet the criteria upon which selection was made.

A School Study Team consisting of three outstanding educators was organized and charged with the responsibility of identifying the curriculum ideas and practices which were contributing to the success of these schools. Guidelines were prepared to assist the School Study Team with their task. This was done and the major results are included in the "Findings" section of the report. The findings also reflect the School Study Team's thoughts about how these schools could be made even better.

Comparable City Studies: The Evaluation Team decided to investigate curriculum developments in metropolitan Los Angeles, Chicago, and Philadelphia. A professional consultant was sent to these cities to interview superintendents, curriculum directors, and other school personnel. Guidelines were prepared to aid him in making this study.

OVERALL EVALUATION OF TASK FORCE REPORTS*

The broad objectives of quality education and integration in the Board of Education proposal needed to be expressed with more specificity in order to serve as evaluative criteria. It seemed to the evaluator that at least eleven questions needed to be asked to find out if the curriculum fulfilled the major goals. The questions are as follows:

1. Do the curriculum materials stress growth "in human and social relations which will contribute to an understanding of the worth of all people?"
2. Are the various curriculum content areas organized around basic concepts which may cut across several disciplines?
3. Is the "discovery" approach to the teaching-learning situation emphasized in the curriculum materials?
4. Is the individualization of instruction encouraged in the curriculum materials?
5. What efforts are recommended for increasing the usefulness of knowledge in the lives of the children?
6. How appropriate are the curriculum materials for pre-adolescent, intermediate grade children?
7. What provisions are made for providing the preparation, help, and support which teachers will need to effectively implement the new curriculum?
8. Do the curriculum materials recognize the need to gain the active involvement and support of parents and citizen leadership in implementing the new curriculum?
9. Do the curriculum materials recognize the importance of school, district and Board of Education leadership?
10. Do the curriculum materials encourage innovation?
11. Do the curriculum materials promote integration objectives?

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*Specific evaluations of task force reports are to be found in Appendix B.

The curriculum reports were read by a competent educator who has wide public school experience. The reader was asked to check the relative significance attached to each question by the Task Force. (See Table on next page). An arbitrary weighting scale on which "Significant Mention" received a rating of 5; "Mentioned" received a rating of 3, "Little or No Mention" received a rating of 1, was utilized.

Three other researchers independently read several Task Force Reports against the same instruments and found little variation from the reader's evaluations.

As in most item analysis techniques, the researchers were suspicious of very high and very low cumulative scores. Question #5, for example, "What efforts are recommended for increasing the usefulness of knowledge in the lives of the children?" was given the highest weighted score by the reader. In talking this over with the reader, who is a successful teacher, it became quickly apparent that her own creativity enabled her to see ways of making this knowledge functional in the lives of children. Question #11, relating to integration, was given the lowest rating score by the reader. This question was checked by other readers whose findings concurred with the first reader. These findings with respect to integration may reflect different theories about how to bring about integration or they may reflect a basic lack of knowledge which many people have about how to bring about more racial integration in the schools.

EVALUATION OF 10 TASK FORCE REPORTS USING CRITICAL QUESTIONS

	QUESTION NUMBER:										
TASK FORCE REPORTS	1	2	3	4	5	6	7	8	9	10	11
#1 - The Aural-Oral English	*5	5	5	5	5	5	5	3	1	5	3
3 - Approach to Tch. Math	3	5	5	5	5	5	5	1	5	3	1
4 - Articul. Sci.-Math	1	5	5	3	5	5	3	1	5	3	1
5 - Gr.5 Elem.Sci.-Intermed.	1	1	5	5	5	5	5	1	1	5	1
8 - Civil Liberties	5	5	5	3	5	5	5	5	1	5	5
11 - Home Living	5	3	3	1	5	5	3	5	5	3	5
14 - Typewriting	1	3	3	5	5	5	5	1	1	3	1
16 - Indiv. Instruction	3	3	5	5	5	3	5	1	1	5	1
18 - Learning Thr. Exp.	5	5	5	5	5	5	5	5	5	5	5
23 - Fundmntl. Skills	5	5	5	5	5	5	5	1	1	5	3
TOTAL WEIGHTED SCALE:	34	40	46	42	50	48	46	24	26	42	26

* Weighted Scale

Several of the reports, particulary the one on Civil Rights, presented many good ideas about how to foster integration. The cause of integration will be more adequately realized if it receives appropriate attention in every phase of the curriculum.

SUMMARY OF OBSERVATIONS OF FIVE SELECTED SCHOOLS

The visiting team to the 5 selected elementary schools listed and elucidated the characteristics of those schools which made them good schools. In the following section, these are listed and followed by comments about the degree of concern which the Task Force Reports gave to these implications.

1. Quality education demands carefully selected and prepared principals who are sensitive to the critical educational concerns of children, parents and citizens.

Comments: This factor received inadequate attention in most of these reports. It is possible that most people did not recognize the significance of the principal's role in the curriculum.

2. Good schools modify curriculum to meet the attitudes, interests and the developmental needs of the children they serve. Content is organized around basic ideas and concepts.

Comments: Almost all of the Task Force Reports recognized the importance of adopting the curriculum to meet the needs of children. Unfortunately, only about half the reports spelled this out in meaningful ways. Almost all of the curriculum materials organized content around basic concepts and ideas.

3. Effective schools are democratically organized. The more successful ones were making big strides in involving children in curriculum planning.

Comments: Many of the reports talked about involving teachers in policy making but few said much about extending this process to include children.

4. The better schools tended to have smaller enrollments. The possibility of direct involvement of children, parents, and teachers is enhanced in smaller schools.

Comments: Apparently few of the Task Forces gave any attention to this factor.

5. Good schools are constantly struggling to reduce class size. While some things can be taught effectively to large groups of children, in general, quality education is dependent on the pupil contact load of teachers.

Comments: Here, again, few of the Task Forces mentioned this important point in their reports.

6. Quality schools are usually well supplied with modern equipment and supplies.

Comments: All of the Task Forces recognized this need. Several made it central to their whole report.

7. Good schools are staffed with teachers who are using sound modern methods of teaching. Innovations in school organization and teaching are encouraged.

Comments: Although most of the Task Forces directly or indirectly emphasized the importance of good teaching methods, innovation did not seem to be stressed sufficiently. The "discovery" method of teaching received considerable attention in many reports.

CONTRIBUTION OF THE THREE-CITY SURVEY

The Committee on Evaluation felt the national overview was necessary, to survey the approaches used by other cities and look for clues to better middle-grades curriculum for integrated schools that might be applied here. This was the least ambitious of the three field studies, and it proved least productive: No ready-made solution to the crisis in urban education has been discovered in Chicago, Los Angeles, or Philadelphia. All three cities, facing the same mounting problems, have tried, by and large, the same battery of approaches.

Philadelphia's experiment with the Middle School had more pertinence, since it places increased emphasis on curriculum change in the direction of innovative use of multi-media resources and team teaching, as well as early introduction of such subject matter as foreign language, typing and a new approach to science. In the light of the five-school study in New York it is interesting to note that imaginative plans are being affected in Philadelphia in regard to in-service retraining of teachers and a move toward internship for principals.

RESULTS OF PUPIL ACHIEVEMENT RESEARCH

Several clear implications for curriculum and school administration may be drawn from the depth study of factors affecting the achievement of children in the five inner-city schools which the administration considered successful.[1] Comparison of the test school which produced the highest achievement scores with the school that ranked lowest, brings out a correlation between low scores and three other factors - low socio-economic level, high proportion of non-white students, and mobility of the family. According to the study, "The most salient factor affecting scholastic achievement inversely appears to be family mobility. Those pupils who had lived in several homes and had attended two or more schools scored significantly lower on achievement tests than students from more stable home backgrounds."

The pupil achievement study points up, also, the special difficulty of the child whose home language is not English, and confirms the discouraging curve commonly shown by disadvantaged children whose skills fall gradually behind the norm the longer they stay in school. There was an encouraging positive indication for pupils, of whatever ethnic background, who had been born in the Northeastern United States.

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[1] The complete report on Pupil Academic Achievement may be found in Appendix A.

RECOMMENDATIONS

1. There is a very critical question relating to the proposed curriculum in terms of its root purpose - most effective learning for children. The most desirable learning situations must involve the learner in setting his own goals in relation to the life situation in which he finds himself. Insofar as we can ascertain, children were not involved in the development of curriculum ideas. Teams of teachers and administrators need time and support to carry on a continuous study of the out-of-school life of the children they teach. The data collected from such studies should be searched for basic life needs, interests, and understandings upon which significant curriculum could be built.

2. A related study needs to be conducted which will attempt to identify the unique characteristics and developmental needs of the newly organized age grouping in the Intermediate School. Roughly, this new grouping encompasses ages from 9 to 13 years. What are their developmental needs? What potential do they have to contribute to an operating group in their new setting? "Curriculum" as defined by this report would, of necessity, take cognizance of these forces.

3. The most crucial and immediate task ahead for the Board of Education is the articulation of the many Task Force ideas into a whole which will be a curriculum as defined earlier in this Report:

> Curriculum is to be defined in its broadest possible context as everything that goes on in a school directed toward pupil growth. This means administrative and supervisory practices, principles

> or organization of a school, the school building, the arrangement of furniture, the schedules of teachers, the scheduling of children. as well as methodology, devices and content of instruction. It also includes the relationship of the school with parents and community.

Any one segment or series of segments of Intermediate School planning as proposed in Task Force Reports might be in themselves excellent, but the neglect of articulating these with other pertinent segments may well produce total failure.

4. About as crucial is the task of transforming the learning environments in the present Intermediate Schools from either junior high or elementary type organizations to Intermediate settings as outlined in the report on "Learning Through Laboratory Experiences." Unless this step is taken immediately (within 18 months) there is a strong possibility that the Intermediate School concept will not be realized - at least in the immediate future.

5. Since the operating unit for implementing the new curriculum is the Intermediate School, it is important to organize in-service education in units closer to the individual school. Much of the potential value of the centralized in-service sessions was lost because key people like principals, assistant principals, and influential teachers in individual schools did not feel involved. Walls of resistance, understandably, were thrown up because professionals in a given school were uninformed and felt threatened. Units for in-service education, built around small groups of local Intermediate Schools, would make a crucial difference in the rapidity with which Intermediate School staffs could implement curriculum changes.

6. More attention to the process of integration - one of the two main goals in the Intermediate School movement should be given in every phase of the curriculum. Ideas concerning integration were well developed by curriculum prepared by the Civil Rights Task Force but scarcely mentioned in the other curriculum reports. School faculties with the assistance of District and Board of Education people need to find ways of building this major objective into the curriculum of the Intermediate School. Civil rights groups and interested civic organizations should be encouraged to contribute to the thinking involved in this phase of the curriculum.

A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED STUDENTS IN THE INTERMEDIATE SCHOOL (MIDDLE SCHOOL)

APPENDIX A

Pupil Academic Achievement in Five Integrated Schools

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APPENDIX - A

I. PURPOSES OF THE STUDY

The Allen Report recommends that Middle Schools be organized on a 4-4-4 grade system in New York City. The new Middle Schools would be structured to provide high quality education within an integrated institutional setting, and would emphasize throughout an individualized program of studies for students.

The implementation of the Allen Report's recommendations will involve many difficult problems and crucial decisions. For instance, one might ask: What should be the optimal size of the schools and their student populations? What should be the relative proportion of white, Puerto Rican and Negro youngsters in the school? How should the principals and teachers be selected? What should be the minimal years of experience that each teacher ought to have? It appears obvious that the answers one gives to these questions and others which could be raised will to a large extent determine the potential effectiveness of the new Middle Schools in providing high quality education.

This study analyzes some pertinent characteristics of a sample of 600 upper primary pupils presently attending five integrated schools in New York City. The general purpose of the investigation was to attempt to answer some of the questions which will naturally arise when the new Middle School Plan is put into effect. The specific issues to be answered were as follows:

1. How do the achievement norms of these pupils compare to national standards?

2. Comparing relative academic performance of pupils in the five schools, what general factors appear to make for higher or lower academic achievement?

3. Was there a relationship between ethnic group proportion in the school and pupil achievement?

4. What was the relation of reading to math achievement at the fourth, fifth and sixth grade levels?

5. How is achievement influenced by high pupil mobility?

6. Is there a general relationship between years of teaching experience and pupil achievement?

7. Is achievement in reading less among those pupils in which a language other than English is spoken in the homes?

Other related questions will be raised in the discussion and interpretation of the results of this study. It is hoped that the study's results will provide some useful insights for those responsible for organizing the new Middle Schools.

II. SELECTION OF SCHOOLS AND PUPILS

Five schools were selected for study. The District Superintendents of four city boroughs, Brooklyn, the Bronx, Manhattan and Queens, were asked to recommend one school in his respective district which possessed the following characteristics:

1. The pupil population was well integrated, and reflected representative traits of pupils from varied ethnic groups.
2. The school was well-managed and efficiently run.
3. The school's curriculum was implimented effectively.

The four schools chosen by the District Superintendents comprised P.S. "A"*, P.S. "B", P.S. "C", and P.S. "D". A fifth school, P.S. "E", was selected by Professor Charles M. Long, the research project coordinator, and was included in the study as a control group.

Six-hundred pupils in the five schools were chosen for participation in this study. Two-hundred pupils were selected at random from the fourth, fifth, and sixth grades, 40 pupils being sampled in each grade. Figure 1 depicts the sampling plan.

FIGURE I

THE SAMPLING PLAN

Schools	Grade 4	Grade 5	Grade 6	TOTALS
P.S. "A"	40	40	40	120
P.S. "B"	40	40	40	120
P.S. "C"	40	40	40	120
P.S. "D"	40	40	40	120
P.S. "E"	40	40	40	120
TOTALS:	200	200	200	600

A confidence level of 1% was used, which suggests that statistical estimates based on this sample would be inaccurate only 1 time in 100. The standard error for the sample was ± .10

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* The schools are not identified in order to avoid comparisons among those which were studied. Each school is assigned a letter to facilitate the reporting process.

Chance differences attributable to errors in either measurement or sampling would therefore be well below normal statistical expectations. Thus, it may be said with confidence that the estimates and results reported herein are statistically reliable.

III. METHOD FOR COLLECTING DATA

Five clerks were trained to draw random samples of pupils at the three grade levels in the selected schools. The process for choosing the specific pupils to participate in the study included four steps, these being described below.

First, the clerk was asked to determine the total number of classes at the particular grade level. For instance, if at Grade 4 in a school there were five classes, the clerk knew immediately that he would have to select 8 pupils at random from each of the five classes. If there were four classes at the particular grade level, the clerk had to chose at random 10 pupils from each class. In every case only 40 pupils were selected from each grade level.

Second, when the number of pupils per class had been ascertained, the clerk then obtained the complete class rosters of all pupils in the grade. Taking each class individually, the pupils were put in alphabetical order in their respective class. Pupils in each class were next numbered from 1 (AA) to N (ZZ). The smallest class contained 16 pupils, and the largest 32. Generally there were five or six classes at each grade level.

Third, each clerk was provided with an envelope containing seven sets of 12 random numbers each for the three grades. Each set of 12 numbers was drawn from a Table of Random Numbers, and might have included, for instance, the following: 24, 13, 12, 07, 01, 28, 19, 09, 18, 03, 21 and 32. If, for example, there were five classes at the fourth grade level in school X, utilizing the above set of numbers the clerk would select the 24th, 13th, 12th, 7th, 1st, 28th, 19th and 9th pupils as subjects for study.

And last, the clerk would then consult the pupils' Cumulative Record Cards and record the required data in his log book.

The above sampling process insured that each student at each grade level would have an equal opportunity of being selected as a subject in this investigation. It should be noted that the class rosters of all classes at each grade level were included in the sampling process, this being done so that all students, no matter how grouped by classes in their respective school, were as likely as any other of being chosen in the sample drawn by the clerks.

IV. DESCRIPTION OF DATA AND ITS PROCESSING

Data was collected concerning 67 variables, these being about the school, the student's background and family, his academic performance, test scores and teacher's ratings. The clerks recorded data on the social economic area in which the school was located, the years of experience of the pupil's classroom teacher, and the ethnic proportion of whites, Negroes and Puerto Ricans in the school. As regards the pupil and his family, information was secured about the student's place of birth, age, sex, grade placement, language spoken in the home, his parents' birthplace or birthplaces and the like. Academic achievement test data included pupils' scores from the Metropolitan Achievement Test, the Iowa Test of Basic Skills, New York Math Concepts, New York Growth in Reading, and other instruments. The 67 variables and the way each was coded is shown in Appendix 1, The Coding Manual. 1)

All data were card punched electrically, and processed by IBM machine. Eight separate runs were made of these data. The first and second runs comprised a summary of all variables, and a cross-tabulation of variables by schools. Six separate runs were made on the specific variables related to pupils' academic performance. The latter process included cross-tabulation between six variables (teacher's years of experience pupil place of birth, language spoken in pupil's home, year pupil first entered New York City schools, number of pupil residences, and number of schools attended by the pupil), and the relation of each to the student's scores on academic achievement tests and ratings. The specific tabulation procedure is summarized in Figure 2.

FIGURE 2

DATA PROCESSING PROCEDURE

Run Nos.	Cross-tabulation	Purpose
1	No	To summarize all data
2	Yes	To compare five schoo
3 to 8	Yes	To relate the six variables to pupil achievement

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1) Appendix 1 is not attached to this report, but has been placed in the Library of the Center for Urban Education, where it is available for examination.

V. RESULTS OF THE STUDY

Machine processing of the data yielded 240 separate tables. 2) This tabular material represented the initial summary of the 67 variables, as well as specific cross-tabulation of eight variables relation to 17 items concerning pupil scholastic achievement. Not all the tables prepared are presented in this report since there were no significant relationships among a number of variables. The writer has chosen for tabular presentation only those tables which indicate some findings and trends which may be important in understanding more fully certain characteristics of the sample studied. In those areas in which the findings lack consistency tabular materials indicative of the inconsistency are presented

A. Student Academic Achievement

Tables 1.0 to 1.13 show 14 student academic achievement scores organized according to school attended. Pupils present reading level (Table 1.0) indicates that 371 pupils (60%) were reading at or above grade level; whereas 229 pupils were one or more years below grade level in this basic skill. Eight students were presently reading at least three years beyond their grade placement, however three times as many (27 pupils) were three or more years below grade level.

Present pupil performance in spelling (Table 1.1) revealed that 66% were at grade level. In this skill it should be noted that only 12 pupils were two or more years above grade level, but 96 were two or three years below level. Although students' spelling scores were superior to their reading performance, there were no significant statistical differences in achievement between the two skills.

Three subscores were obtained from the Metropolitan Achievement Primary Test, these being reading comprehension, vocabul and average grade (Tables 1.3 to 1.5). In each case approximately 54 to 60 percent of the pupils scored at or above grade level on the subtests. For instance, the number of students scoring at or above grade level for reading comprehension, vocabulary and average grade were 340, 345, and 321, respectively. Pupil performance on the Metropolitan Achievement Test was lowest on the average grade subscore, 279 students (46%) obtaining scores one or more grades below grade level.

Pupil scores on the Upper Primary Form of the Metropolitan Achievement Test are depicted in Tables 1.11 to 1.13. It should be noted that less than half of the sample was given this test by the time this study was initiated. However, an

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[2] All tables referred to in this section are also to be found at the Library of the Center for Urban Education.

examination of the three tables shows that for those students who did take this test, their performance was considerably poorer than the performance of pupils on the lower primary form of this examination. For example, the reading subscores show that only 108 students scored at or above grade level, whereas 129 were below present grade placement. The same result is applicable to the vocabulary and average grade subscores, since in each case more students' scores were below their grade placement than on or above it. It is clear from comparing results of the lower and upper primary test scores that the upper primary students did significantly worse than students in the lower grades. It would appear that as these pupils advance from the fourth to the sixth grade there is a definite deterioration rather than improvement in their academic performance.

Tables 1.6, 1.7, 1.9, and 1.10 depict student scores on four Iowa Achievement subtests. Less than half of the students were given the Iowa; the results therefore are limited in reliability. The results from thos students indicate that more students scored below grade level in work-study habits than in math. Fifty-one percent of students were at or above grade level in math. The two other Iowa subtests scores, Total Language and Total Arithmetic, are reported by percentiles. In both cases, the median student scores were in the 40th to 59th percentile range.

The results from the New York Math Concepts Test (Table 1.8) reveals more information concerning pupil performance on numberical constructs. Two hundred and forty-one pupils completed this test, the results being reported in percentiles. The median score for the group fell into the 40-59th percentile range, there being 96 pupils (40%) who scored at or above the 60th percentile.

Comparing pupil performance on reading as opposed to math, an examination of the test evidence revealed no statistically significant differences in student performance. Considering these test results _in toto_, it would appear that about 50-62 percent of the students would be at or above grade level in both reading and math. These pupils' present level of academic achievement is therefore below national norms.

B. Differences between Schools

Figure 3 on the following page shows the rankings of student test performance for seven tests by school attending. Results from these tests were used since evidence was available from most of the pupils on each measure. The basic purpose of utilizing a ranking procedure was to identify the "high" and the "low" school, "high" and "low" being defined in terms of pupil achievement.

The highest mean rank was achieved by the pupils in P.S. "B", and the lowest in Public School "A".

FIGURE 3

RANKING OF SCHOOLS BY PUPIL ACADEMIC ACHIEVEMENT

Measures	SCHOOLS				
	"A"	"B"	"C"	"D"	"E"
Reading Level	5	1	4	2	3
Spelling Level	3	1	5	2	4
N.Y. Growth in Reading	2	1	5	3	4
Metropolitan: Reading Compr.	4.5	1	3	2	4.5
Metropolitan: Vocabulary	5	1	3	2	4
Metropolitan: Aver. Grade	5	1	3	2	4
AVERAGE RATING	4.1	1	3.8	2.2	3.9

What factors account for the basic differences in pupil scholas performance in these two schools? To answer this question, the following variables were assessed: school ethnic proportion, socio-economic area of the school, experience of the present teacher, number of male teachers, child and parents' birthplace whether or not the father and mother of the pupil is living, language spoken in the home, the year the child first entered a New York City school, the person or persons with whom the child now lives, the number of residences per child, the number of years that the child has been attending this particular school, and the total number of parental interviews held during the child's career in the particular school. These data are summarized in Tables 1.14 to 1.27.

The first difference between the two schools is in the relative proportion of the school's population, which is non-white (Table 1.14). Figure 4 shows the mean rankings of the five schools and the percent of non-white students. Public School "B" had the smallest proportion of non-white students of the five schools, the non-white proportion at P.S. "A" being five times as large. One wonders therefore if the number of non-white students in the new Middle Schools should deliberately

FIGURE 4

MEAN RANKINGS OF SCHOOLS AND PERCENTAGE OF NON-WHITE STUDENTS ATTENDING

Ranking	Percent Non-White Students in School
1. P.S. "B"	12%
2. P.S. "D"	21%
3. P.S. "C"	60%
4. P.S. "E"	81%
5. P.S. "A"	60%

be limited to one-half the student body and less? Related to ethnic proportion is the social economic area in which the school is located, since the poorer the neighborhood, the greater the proportion of non-white residents. This fact, of course, is closely related to New York City's established pattern of de-facto segregation in housing.

Table 1.15 shows the years of experience of teachers at the two schools, all of whom were presently working with the students of this sample. This analysis was undertaken in order to assess whether differences in teachers' experience per se was a factor differentiating the low from the high achieving school. There were 54 teachers at the low achieving school who had five or more years experience; whereas at the high achieving school, only 39 teachers had five or more years experience. This finding would suggest that years of teaching experience is unrelated to pupil achievement; however, when one examines the numbers of teachers in the two schools with three years experience or less, there were more inexperienced teachers (66) at the low achieving school than in the high achieving school (53). It would appear, from these statistics that years of teaching experience per se is not directly related to high pupil achievement, assuming that the students all had a more or less equal ability to learn.

The crucial factors which discriminate clearly between the high and low achieving schools are associated with the pupils' family and the mobility of the families. For instance, more children in the low achieving school were born in the South or Puerto Rico than in the high achieving school (Table 1.17). About twice as many of the pupils' parents in the high achieving school were born in New York City, New York State, or in a northeastern State than parents of the low achievers (Tables 1.18 and 1.21). Examining the language spoken in the homes of pupils (Table 1.20), more than three times as many families in the low achieving school spoke a language other than English than in the pupils' homes of the high achieving school

Differences in family mobility are shown in Tables 1.24 and 1.25. There is significantly greater family mobility among students in the low achieving school. For instance, 16 pupils in the low achieving school have lived in four or more different homes in the past six years. Only one student in the high achieving school had lived in four or more residences in the same time period. This high mobility is also reflected in the number of schools which these pupils have attended (Table 1.25). Fifteen students in the high achieving school had attended three or more schools, however in the low achievi school the comparative figure was 40 pupils. The impact of mobility on the parent-teacher relation is revealed somewhat by an analysis of the number of parent-teacher conferences held (Table 1.27). About five times as many teacher-parent interviews were recorded with parents of the high achieving school as among the parents of the low achieving school, the finding suggesting that more consistent teacher-parent relatio ships have occurred in the high achieving school.

Family mobility is one of the difficult obstacles which impede the work of the school. One would predict that this factor will be one of the very serious problems to be overcome in planning the new Middle School program. If high family mobility continues, efforts to improve pupils' academic achievem will be influenced negatively. In addition, this problem is particularly difficult for the schools since the school has little or no control over its resolution.

C. INFLUENCE OF TEACHER EXPERIENCE

The finding above relative to the influence of teacher experien suggests that the low achieving school had more teachers who were experienced than the high achieving school. This result appeared opposite to what was anticipated, and more evidence was needed in order to determine more clearly the influence of teacher experience on pupil academic achievement.

The first step of the procedure was to cross-tabulate years of teaching experience with pupils' reading readiness scores from the first grade. Arbitrarily, an experienced teacher was defined as one with five or more years of experience. Ou purpose here was to determine if the students of the more experienced teachers were more retarded in reading readiness at the first grade than pupils of the less experienced teacher If the more experienced teachers' classes comprised more students who were seriously retarded in reading readiness than classes of less experienced teachers, then any comparison of the relative academic progress of their pupils would be somewhat misleading and irrelevant. Table 2.0 shows the pupils' reading readiness scores by years of experience of their present teachers, and it will be noted that more of the students whose scores fell below the 60th percentile were presently in classes of the experienced teachers. For instance, 89 pupils who scored below the 60th percentile were being taught by experienced teachers, while 73 were presently placed in classes of teachers who had four years or less experience. In interpreting the results reported below it is important to keep this fact in mind - that the more retarded students were apparently assigned to classes taught by the more experienced teachers.

Table 2.1 depicts pupils' present reading levels by years of teaching experience of their present teachers. Two conclusions may be drawn from the data shown in the table: a) that significantly more students reading on or above their present grade placement were taught by teachers with five or more years of experience; and b) that more students who were one or more years below grade placement in reading were presently in classes of more experienced teachers.

The two conclusions cited above are also applicable to the pupils' present spelling achievement (Table 2.2), results from the New York Growth in Reading Test (Table 2.3), and the three subtests of the Metropolitan Achievement Test (Tables 2.4 to 2.6). For example, 140 pupils in classes of experienced teachers were one or more years below grade placement levels in spelling, whereas only 47 pupils being taught by teachers with four years or less experience were one or more years below grade placement in spelling. However, more than twice as many students taught by the experienced teachers were one year or above grade level in spelling than pupils of less experienced teachers (Table 2.2).

Since more of the relatively retarded pupils selected for inclusion in this investigation are being taught by experienced teachers, it is important to note that despite this fact the pupils of the more experienced teachers apparently made greater academic progress than pupils being taught by less experienced teachers. These results imply, therefore, that if the new Middle Schools can be staffed by experienced teachers (experience being defined arbitarily as five years or more experience), pupil academic progress ought to be relatively greater.

D. INFLUENCE OF PUPIL'S PLACE OF BIRTH

In the comparison between the highest and lowest achieving schools and the relation of achievement to pupil place of birth, it was reported that more pupils in the high achieving school than in the low achieving one were born in New York or a northeastern state of the Union. The question naturally arose: What is the relation of pupil achievement to pupil place of birth in the five schools? Figure 5 shows the pupil reading level in all five schools according to pupil place of birth. Statistics on reading level were available for 564 of the 600 students studied, there being no information for 36 students (See Table 3.0).

FIGURE 5

PUPIL READING LEVEL AND PLACE OF BIRTH

Place of Birth	Below Level	On or Above Level
N.Y. or a Northeastern State	153	279
Other places	59	73
Totals:	212	352

The Chi-square test was applied to these data to determine if there was a significant relationship between place of birth and reading level. Chi-square was equal to 2.3, which suggests that for the 564 students there was no significant difference in present level of reading for those students born in New York or a northeastern state and those born elsewhere, including Puerto Rico.

It is interesting to note that the above conclusion is not applicable to results from pupils' math scores. Figure 6 below is based on Table 3.11, and shows the place of pupil birth and his percentile scores on the New York Math Concepts Test. The results of this table may be somewhat misleading since only 233 of the 600 students had taken this test at the time these results were collected. The results indicate that 91 of the 233 students (36%) scored at the 60th percentile or above on this test, 83 of the 91 students being persons born in New York or a northeastern state.

FIGURE 6

PUPIL PLACE OF BIRTH AND MATH ACHIEVEMENT PERCENTILE SCORES

Place of Birth	Scores below 60th Perc.	Scores Above 60thPer
N.Y. or Northeastern	109	83
Other Places	34	8

The Chi-square test was applied to the data reported in Figure 6 and equalled 9.3. A Chi-square sum of this magnitude was significant above the .01 level of probability, and indicated that the pupils born in New York or a northeastern state scored significantly higher in math than did students who were born in other areas of the country or outside the country's continental limits. Why there should be this difference between performance in reading and math among those born in the northeastern states as opposed to elsewhere is a matter for future research and speculation.

Table 3.1 presents pupils' places of birth and their present level of spelling achievement. Of 438 students born in New York or a northeastern state, 143 (33%) were below their grade placement in spelling. However, of 126 pupils born elsewhere, 47 (37%) were one or more years below grade level in spelling. Thus, there appears to be a negative relation between academic achievement and place of birth other than the northeastern states.

Since so much has been said by educational specialists and other social scientists in the past few years about descrepancies in the academic performance of Puerto Rican migrants to New York City, it is interesting to compare recent Metropolitan Achievement Test scores of pupils born in Puerto Rico and those whose birthplace was New York City. Three separate comparisons were made, these being shown in Tables 3.6 to 3.8. Figure 7 reveals reading comprehension scores of pupils born in New York City as opposed to those whose birthplace was Puerto Rico. A far greater percentage of the Puerto Rican born students scored below level for reading comprehension than did pupils born in New York City. The same result is applicable to the vocabulary and average level scores of the Metropolitan Achievement Test. For instance, in the vocabulary subtest only 6 Puerto Rican born pupils scored above their grade placement while more than four times as many scored below (see Table 3.7).

FIGURE 7

READING COMPREHENSION SCORES OF TWO GROUPS

	Below Reading Level	On or Above Level
Born in New York City	180	152
Born in Puerto Rico	28	6

Student place of birth is a factor beyond the control of educational authorities. Since Puerto Rican-born students do possess distinct problems, it would appear that special efforts will have to be made in the new curriculum to compensate for their deficiences.

E. THE LANGUAGE SPOKEN IN THE HOME

Figure 8 below indicates pupils' present reading levels, and the language spoken in the students' homes. The results are striking and very significant statistically: almost twice as many students from homes in which a language other than English was spoken were one or more years below present grade placement in reading than students from homes in which English is spoken (see Table 4.0).

FIGURE 8

LANGUAGE SPOKEN IN THE HOME AND PUPILS' READING LEVELS

Language Spoken	Percent Pupils below level	Percent Pupils on or above level
English	29%	71%
Spanish & others	56%	44%

Performance of pupils from non-English speaking homes is lower than students from the English-speaking homes in spelling (Table 4.1), reading readiness at first grade (Table 4.2), and the various measures and tests of academic achievement recorded (Tables 4.3 to 4.11). In fact, differences in performances between these two groups of students on number and math concepts were as great or greater than differences in performance on verbal abilities. For instance, Figure 9 presents the percentage of students from homes in which English and other languages were spoken, and their respective percentile scores on the New York Math Concepts Test (see Table 4.11). Only 14 percent of students from homes in which a language other than English is spoken achieve scores at or above the 60th percentile; whereas among those whose language at home is English, 49 percent scored at or above the 60th percentile. The question needs to be asked: What special

FIGURE 9

LANGUAGE SPOKEN IN THE HOME AND PERCENTILE SCORES ON THE NEW YORK MATH CONCEPTS TEST

Language Spoken	Percent Scoring Below 60th Percentile	Percent Scoring Above 60th Percentile
English	51%	49%
Spanish & others	86%	14%

curriculum approaches and adaptations should be employed to help the non-English speaking pupils to achieve high level academic standards?

F. ACADEMIC ACHIEVEMENT AND INDICES OF MOBILITY

Three indices were used to measure mobility of the students' families, these being the year the pupil entered New York City schools, the number of residences listed in his Cumulative Record, and the number of different schools attended by each pupil as of June 30, 1966. The three indices were analyzed separately and will be discussed independently, however it should be noted that number of schools attended and number of different residences are very closely interrelated.

Tables 5.0 to 5.11 summarize the year pupils entered a New York City school and the relation of this variable to eleven indices of pupil achievement. Most pupils presently in the upper primary grades were enrolled in New York City schools in the years 1959 to 1961 (see Table 5.0). To assess the influence of length of time enrolled on scholastic achievement, the sample was divided into three groups as follows: a) those who entered school in 1961 or before; b) those who entered in 1962 or 1963; and c) the late enrollees, those who entered between 1964 and the present school year.

Figure 10 shows the percentage of pupils above and below grade level in reading organized according to three time periods. This figure is based on results for 572 pupils as shown in Table 5.0. There is no consistent finding regarding reading achievement and year of enrollment. For example, 68 percent of the children who entered the schools in 1962 and 1963 were reading at or above grade level, however among the most recent enrollees, only 50 percent were presently on or above their grade placement in reading. The earliest enrollees scored below those registered in 1962-1963, some 61 percent presently reading at or above grade level. Presumably, it may be that there is a higher percentage of slower children and those who have failed among the earliest enrollees.

FIGURE 10

YEAR ENTERED NEW YORK CITY SCHOOLS AND READING LEVEL

Year Entered	Percent Below Reading Level	Percent On or Above Reading Level
1958 - 1961	39%	61%
1962 - 1963	32%	68%
1964 - 1966	42%	58%

The pupils' spelling level and year of enrollment are presented in Table 5.1. An examination of the table reveals that a relatively high percent of the most recent enrollees were below grade level in spelling as compared to earlier enrollees. Also, there does not appear to be any significant difference in spelling level among those registered in the period 1958 to 1961, and in 1962 to 1963, although those enrolled at the later period had fewer pupils below grade levels in spelling.

Figure 11 is based on Table 5.8 and shows the year students

FIGURE 11

YEAR ENTERED SCHOOLS AND METROPOLITAN ACHIEVEMENT TEST SCORES

Year Entered	Below Average Grade	On or Above Average Grade
1958 - 1961	190	178
1962 - 1963	57	35
1964 - 1966	21	17

entered the New York City school system and their average grade subtest score on the Metropolitan Achievement Test (see Table 5.8). The distribution of these data is very much like that reported above for reading and spelling. The Chi-square test was applied to these data to determine if there were any significant statistica differences in average grade scores by year entering school. The Chi-square sum was 3.0 (two degrees of freedom), which indicates that there were no significant differences between students entering school during the three time periods for this subtest. One may conclude that the year the students entered the school system per se was not significantly related to pupil scholastic achieveme

A second index of mobility is the number of separate residences listed in each pupils Cumulative Record. It was noted previously during the comparison between the high and low achieving schools that number of pupil residences was a significant differentiating factor. The specific problem to be answered now is whether number of residences is in fact inversely related to pupil academic achievement. In the analysis which follows, a comparison will be made between students for whom only one residence is listed, as opposed to those pupils for whom two or more residences were indicated.

Tables 6.0 to 6.11 include all the basic data relevant to number of residences and its relation to pupil academic achievement. Figure 12 is a summary of six analyses of pupil performance for those pupils with one, and those with two or more residences listed. The specific measures reported in Figure 12 comprise reading and spelling levels, Part II of the Math Concepts Test, the New York Growth in Reading Test, the average grade subscale score from the Metropolitan Achievement Test, and the New York Math Concepts Test (Upper Primary). In each case, the pupils with one residence listed scored higher than students with two or more residences.

FIGURE 12

NUMBER OF RESIDENCES AND PUPIL ACHIEVEMENT SCORES

Test Results	One Residence	Two or More
1. Reading level:		
% below grade level -	27%	45%
2. Spelling level:		
% below grade level -	25%	35%
3. Math Concepts II:		
% below 60th Percentile -	38%	63%
4. N.Y. Growth in Reading:		
% below grade level -	11%	15%
5. Metropolitan Achievement:		
% below grade level -	41%	64%
6. New York Math Concepts:		
% below 60th Percentile -	45%	70%

It should be noted that students with one residence listed had significantly higher scores for five of the six tests, the exception being the New York Growth in Reading Test. However, even in the latter case, students with two or more residences listed did poorer than pupils with one residence. It should also be pointed out that the differences in performance in math are even more significant than differences between the two groups in performance on verbal and language materials.

Closely related to the number of pupil residences is the third index of mobility, the number of schools attended by the students since enrollment in the New York City School System. The relations between pupil achievement and number of schools attended are shown in Tables 7.0 to 7.11. Figure 13 represents a comparison on six achievement factors for those pupils who have attended only one school during their school career, and those who have been registered at two or more schools in New York City.

FIGURE 13

NUMBER OF SCHOOLS ATTENDED AND PUPIL ACHIEVEMENT SCORES

Test Results	Attended One School	Attended Two or More Schools
1. Reading level:		
% below grade level -	27%	43%
2. Spelling level:		
% below grade level -	27%	38%
3. Math Concepts, II:		
% below 60th Percentile -	41%	58%
4. N.Y. Growth in Reading:		
% below grade level -	7%	15%
5. Metropolitan Achievement:		
% Below average grade -	42%	62%
6. New York Math Concepts:		
% below 60th percentile -	44%	60%

The results of the influence on achievement of attending more than one school are very similar to the effects of multiple residences. The children who had attended only one school attained higher scores as a group for all six measures of academic achievement than did the children who had attended two or more schools. The differences between these two groups of students were greatest in the area of reading skills. For instance, 155 of 211 students were presently reading on or above their present grade placement (See Table 7.0). However, among the group of pupils who had attended two or more schools, only 208 of 371 pupils were presently reading on grade level. The differences between groups in this case was statistically significant at the .001 level of probability

Mobility from these results is therefore a very significant factor which retards pupil achievement. It is inversely related to every measure of student scholastic achievement utilized in this investigation. Mobility will be a very difficult problem to resolve in the setting up of the new Middle Schools since the school, as a social institution, has little or no control over pupil movement and changes in school enrollments in the community.

VI. LIMITATIONS OF THE STUDY

This study possesses several limitations which the reader ought to know in order to interprete accurately the results reported above. First, the major prediction criterion of the investigation was limited to pupil achievement. Other criteria may be equally as important, such as the quality of school administration, the quality of teacher-child relations, and the quality of teacher-parent relations. The prediction criterion employed herein is quantitative, not qualitative.

Secondly, since the data were electrically programmed to relate variables independently to measures of achievement, it is almost impossible to ascertain the interrelations among variables. If, for instance, a child's family moves frequently to different neighborhoods, the child will have several residences and will probably attend several schools in those neighborhoods. However, the exact interrelations between number of schools attended and number of separate residences was beyond the scope of this study.

Finally, the results of the investigation are reported in terms of the relationship of variables to pupil achievement criteria. Relationships and correlations, no matter how significant, do not necessarily imply causation. The causes for the differences in pupil achievement, and the interrelationship between these causes, should be a matter for future research.

VII. SUMMARY

The purpose of this study was to analyze some factors associated with pupil scholastic achievement in five integrated New York City schools. Four schools were selected by District Superintendents in their respective boroughs; the fifth by the Research Project Coordinator.

The sample comprised 600 pupils, 200 students each being selected at random from the fourth, fifth and sixth grades. The standard error of the sample was ∓ .105, which suggests that chance and measure errors were well below normal statistical expectations. Five clerks were trained in sample selection, procedures, and collected the data from pupils' Cumulative Record Cards. The sampling procedure employed insured a random sample by grades, each student in each grade having an equal opportunity of being selected. Information was secured about 67 variables concerning pupils' school, family and his academic performance. All data were card punched and processed electrically.

The major results of the study may be summarized as follows:

1. The students general level of achievement in reading, spelling and math were below national norms slightly, since 50 to 60 percent of the pupils were on or above their present grade placement for these skills.

2. Comparing the school with the highest scholastic achievement and the school with the lowest, differences between the two were in the areas of their respective ethnic group proportions, the socio-economic level of the schools communities, and the mobility of pupils' families. In the high achieving school, there was a lower proportion of non-whites, the neighborhood had a higher income, and the pupils' families were significantly less mobile.

3. Years of teaching experience were only indirectly related to high pupil achievement since apparently the more difficult children were assigned to the more experienced teachers. However, the results suggest that pupils of experienced teachers made relatively greater academic progress than pupils of less experienced teachers.

4. Pupils who were born outside the northeastern United States and those in whose homes a language other than English was spoken scored significantly lower on achievement tests than those students born in this (the northeastern) area, and who were from homes in which English was spoken.

5. Comparing student academic achievement by grades, it appears that as students advance from the fourth to the sixth grade, their scores on achievement tests become lower.

6. The most salient factor affecting scholastic achievement inversely appear to be family mobility. Those pupils who had lived in several homes and had attended two or more schools scored significantly lower on achievement tests than students from more stable home backgrounds.

A number of specific suggestions are included in the report. It is hoped that the results of the study will provide some useful insights for those responsible for organizing the new Middle Schools.

APPENDIX B

EVALUATION OF CURRICULUM TASK FORCE REPORTS

I. Suggested Specialist Guidelines

II. Task Force Reports *

1. The Aural-Oral Study of Language
4. Committee to Articulate Science and Mathematics in the Elementary Schools
5. Adapt Grade 5 Elementary Science for Use in the Experimental Intermediate Schools
8. Civil Liberties - Civil Rights - Human Rights
9. Independent Learning: Some Organizations, Schemes and Materials
11. Preliminary Curriculum Guide Home Living
14. Typewriting Grade 5
16. Individualization of Instruction
18. Learning through Laboratory Experiences
21. Multi-Media Resources for Training
23. Fundamental Skills: Tools for Learning
24. An Evaluation of the Performing and Creative Arts

* The missing Task Force numbers represent curriculum reports that were not available to the evaluation staff at the time this report was prepared.

CENTER FOR URBAN EDUCATION

MIDDLE SCHOOL CURRICULUM EVALUATION PROJECT

SUGGESTED SPECIALIST GUIDELINES B-1

Dr. Charles M. Long
Brooklyn College

The middle school curriculum materials produced by the Board of Education Task Forces under the general leadership of Dr. Joseph O. Loretan, Deputy Superintendent of Schools, and which were delivered to the Center for Urban Education on July 13, 1966 will be evaluated against the philosophy and objectives of the middle school curriculum project as described and listed in the "Board of Education of the City of New York Project Description ([illegible]s-4/25/66)". These are:

1) "The curriculum will aim to develop the insights, understandings, and new appreciations essential for the competent living of the underprivileged child in a great urban center. Emphasis in all curriculum areas will be placed on growth in human and social relations that contribute to an understanding of the worth of all people. In each curriculum area, the emphasis will be placed on developing in disadvantaged pupils, at an earlier age than before, the understandings inherent in each subject discipline. Emphasis will be on meeting individual needs, learning to study effectively, and achieving a substantial degree of competence."

2) "To develop a new, more effective curriculum designed to meet the needs of a high percentage of disadvantaged pupils, grades 5-8, living in a great urban center."

3) "New curriculum in the following areas will be developed by curriculum writers, teachers, supervisors, and consultants to meet these needs," in mathematics, science, foreign language, typewriting, English-language arts, history and the social sciences, art, music, urban living, industrial arts and health education.

1. The curriculum development process used by the Task Forces

    _____Did teachers play a vital role in the process?
    _____Were the materials tried out in classrooms?
    _____Was attention given to the developmental tasks and needs of middle school age children?
    _____Was attention given to the communities?

2. The organization, depth and breadth, of the content to be taught.

3. The appropriateness of the content, including concepts, facts and learning activities for (1) 5, 6, 7, and 8th grade children, and (2) children from disadvantaged areas.

4. Provisions for providing teachers with the instructional supplies and equipment which would be needed to implement the curriculum.

5. Provisions for implementing the curriculum:

    a. Pre-service and in-service preparation of teachers.
    b. Preparation of principals and supervisors needed to provide the help and support which teachers will need.

   c. Individualizing the programs to more adequately meet the needs of children from disadvantaged areas.
   d. Provide needed special services, including consultants, transportation, etc.

6. Provisions for innovations in curriculum and teaching.

7. Adequacy of primary sources, including pilot projects, research, and bibliographic sources of curriculum materials.

TASK FORCE REPORT #1 - The Aural - Oral Study of Language

Submitted by: Arthur T. Allen
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In planning a curriculum or even a course of study, four questions that must be answered:

a. What educational purposes should you seek to attain?

b. What educational experiences can you provide that are likely to attain these purposes?

c. How can these experiences be effectively organized?

d. How can you determine whether these purposes are being attained?

These questions are not systematically tackled in this document. They are implied indirectly in the developmental activities suggested. There is not an underlying curriculum rationale presented except for an outline treatment in the Overview of the Aural-Oral Study of Language and in a latter section on Scope and Sequence for K-12 Curriculum. These sections of the document should be re-organized and much more attention given to what we now know about urban children and their needs, and learning styles especially for children from disadvantaged areas. The objectives as stated in this document are definable if one recasts them for himself, but they are too comprehensive in scope, and do not include a clear statement of priorities for middle school age children. The results and recommendations of curriculum projects sponsored by nationally-oriented groups in the English language arts are not included as such, although the general changing emphasis in the field of oral-aural instruction is taken into consideration by the members of this task force.

Two other limitations are: an early and continuous assessment of individual potentialities and achievements of pupils in the field of study are not recommended for the classroom teacher to pursue, and there is no provision for individualized programs based on what we already know about children who are not attaining greater facility in spoken language.

The absence of a clearly defined theoretical framework is the major weakness under criterion number one. There is no undergirding curriculum rationale or process that supports the numerous instructional procedures listed under the suggested developmental activities.

The Organization, depth and breadth, of the content to be taught

The organization of learning experiences within the framework of concept, sub-concept, aims, motivational activities, developmental activities, and culminating activities suggests only one style of teaching, - the "developmental lesson" approach. Shouldn't other styles of teaching aural-oral language study in English be employed? Isn't this preliminary report advocating too consistently only one major road to learning in the field? Shouldn't we help urban youngsters to escape from this constant drone of instruction so they can really learn something about the aural-oral study of language? Vigorous trial and experimental comparisons of alternative ways of teaching and achieving the desirable goals should be mentioned in a guide such as this one especially at this time when so much re-thinking in the psychology of learning is underway.

National colloquy in the English language arts is focusing on the newer concepts from many disciplines in their search for a truly up-to-date working knowledge of the structure of a discipline - This proposal recommends throughout a concept based approach to teaching aural-oral language study which is commendable. The contributors over-rely on the acceptable and more time honored concepts that have already been agreed upon by most academecians in this field (e.g., speech is a dynamic process,p. 27ff). The writers do not deal with recent linguistic findings that are now available. Granted that the findings are tentative at best, it still behooves the curriculum builder to study the findings for the purposes of adding content, eliminating content, or at least noting the changing emphasis. The curriculum must undergo close and continuing re-evaluation, in the light of new knowledge. This emphasis is not reflected in the document and not at all included with the concept-speech is a dynamic process. The document is incomplete here and does not include the means for effecting change in content in this field, when we know that change is needed. The task of the curriculum writer in this field is to re-cast the new knowledge for purposes of teaching. The concepts included do possess breadth but lack depth of treatment.

The appropriateness of the content, including concepts, facts and learning activities for (1) 5,6,7 & 8th grade children, and (2) children from disadvantaged areas

The distinctive feature of this work is its extensive listing of imaginative learning activities that will help to realize the goals cited. A wide variety of approaches are suggested, many of which, are interesting and challenging to inquiring minds. The learning activities are suggestive and not restrictive although carefully structured for use by the classroom teacher. A wealth of material is included which comes directly from the mass media which older children are bombarded with today. The learning material, comprising the suggested activities, is timely, appealing, and applicable to this age group. The enterprising teacher would be able to identify the more appropriate learning activities for use with his particular group of learners.

The concepts to be learned by the children are not founded in a body of facts, and understandings. This reviewer would question the manner in which the pupils are expected to learn the concepts because the outline suggested would overemphasize deductive reasoning. Nowhere is it spelled out that pupils should also be expected to arrive at the desirable concept through inductive reasoning. The learner should be able to support a concept or generalization by means of inductive reasoning. Teachers would be greatly tempted in the use of this guide to cite the concept first without helping pupils to discover the concept through inductive teaching. To employ effectively the strategy of a concept based curriculum such as this is, teachers would need assistance in helping boys and girls to reach the more advanced levels of thinking in the hierachy of learning. This is not treated whatsoever in the document.

There is a gap here between what is to be learned conceptually and how it is to be taught. The learning activities imply what is to be taught, but there are not too many explicitly teaching styles or methodologies recommended for the functional learning of the concepts.

Here is where a curriculum rationale would assist the teacher in closing the formidable gap between the intent of this curriculum guide and what actually happens in the classrooms. There is a need for a tightening up of the proposal in this respect.

The writers do not suggest per se the learning activities for children from disadvantaged areas but do include a wide array of alternatives from which the teacher can choose. The teacher would have ample freedom to select the more appropriate learning activities for his particular group of learners. Possibly the learning activities are too midle class oriented , and more focus should be placed on non-verbal manipulative materials that would elicit greater response from children who are finding the acquisition of American Standard English difficult to attain. This is an area that should be explored more extensively by the committee.

Provision for providing teachers with the instructional supplies and equipment which would be needed to implement this curriculum:

This topic is most adequately handled on pp.81-97 emphasizing the use of audio-visual resources and methods. The up-to-date discussion of multi-media resources applicable to this field is most adequate and noteworthy.

Provision for implementing the curriculum:

No specific provisions for implementing the curriculum with pre-service and in-service teachers, or principals and supervisors are included in the document. Also, there isn't any indication of individualizing the proposed curriculum to more adequately meet the particular needs of children from disadvantaged areas.

Provisions for implementing the curriculum:

This is not at all considered in this particular proposal (see comments under criterion number two). It appears to this reviewer that the proposal under consideration is largely a re-casting of former curriculum guides in this field. It is entirely too topical and the extensive employment of the listing of statements, especially under the section of "Scope and Sequence for K 12 Curriculum," is a definite shortcoming. This proposed guide is too much of a compilation of scattered ideas that are not handled by means of a unifying theme or framework upon which the teacher is able to attach himself securely. It is too loose and the fragmented approach does not allow the reader to grasp definitively the underlying assumptions basic to the guide.

Adequacy of primary sources, including pilot projects, research, and bibliographic sources of curriculum materials:

Some primary resources are included in the bibliography and only a few research studies from programmed learning in speech are listed. Bibliographic sources of curriculum materials are cited frequently in the body of the report.

TASK FORCE REPORT #4- Committee to Articulate Science and Mathematics in the Elementary Schools

Submitted by: Belle D. Sharefkin
Assistant Professor of Education
Brooklyn College

A structured sequence of articulated science and mathematical concepts can be a valuable reference for teachers, research and curriculum workers. The science and mathematics concepts developed in this draft indicate the potential value of such a reference. Additional testing and rethinking are needed in order to make it a guide.

1. Additional experiences which articulate mathematics and science should be explored and tested at all levels of the curriculum without sacrificing concept development in science or mathematics. For example:

   a) Including science concepts not currently in curriculum.

      Page 76 indicates that mathematical meaning and use of equations can be articulated to science formula developed in work with levers (which is not in the curriculum.)

   b) Including measurement approaches tested in Professor Clifford Swartz' experimental program, Quantiative Measurement in the elementary school.

      Some examples:

   1) Comparative study of graphic data (Heat conduction in Solids) (6th grade)

   2) Measurement of the strength of various points on a magnet (Graphical representation of the strength of a bar magnet from end to end) (5th or 6th grade)

2. Experiences utilizing metric system and time and measurement devices should be introduced earlier in math and in science curricula.

3. There should be classroom testing of the degree to which mathematics may be introduced in science and what science topics can be used to develop or enhance the teaching of mathematics for different levels of sophistication. For example:

a) Contrived of poor examples should be excluded.

  1) Page 128 indicates a set of elements based on materials in which elements are found; aluminum in pots and pans, carbon in wood and paper.

  2) On Page 102 the following is given as an example of the union of sets: One glass of water is added to one glass of alcohol the resulting volume is less than two glasses. Obviously there is interaction of alcohol and water.

  3) On Page 39 it is indicated that musical instruments can be made by using a tightly stretched rubber band (science concept) and that generalizing the relationship between the length of rubber band and the pitch of the sound is the mathematics concept. Separating these makes for a contrived approach to teaching.

b. Materials and clarity of directions which help demonstrate a science-mathematics relationship need to be tested.

1) Page 63. For the science concept that slanting rays produce less heat, the suggested mathematics concept in that slope of angle affects temperature. What type of materials will help demonstrate this quantitatively? Should a distinction be made between heat and light?

2) On Page 68, "A handle makes it easier to use a pencil sharpener, faucets", is the science concept. "Measure the distance around a doorknob and compare with distance around the shaft," is the corresponding mathematics concept. This calls for a doorknob which has been removed.

3) Page 69 should indicate available materials such as an egg beater and a toy set of gears from which children can discover the relationship between number of teeth and number of turns a gear will make.

c) Should science formulas be used in mathematics without adequate development of science concepts?

1) Page 108, the use of formulas to calculate amperage is given:

$$\text{(heat) } I = \frac{V \text{ (volts)}}{R \text{ resistance in ohms}}$$

This can lead to confusion and misconception about amperage. In like vein, children cannot understand resistance unless they understand amperage and voltage.

2) On Page 125, the science concept that a propeller pulls a plane through the air calls for a discussion of the "direct ratio between the number of spins of the propeller to the speed of the plane." This may be misleading since the speed of the plane depends on the speed of rotation of the propeller and the angle of the blade.

3) On Page 126, in a discussion of atoms, the corresponding mathematics topic indicates a writing of formulas such as H_2O, NaCl, C_6H12^O6. It is superficial without an understanding of the number of atoms in a molecule or of valence.

TASK FORCE REPORT #5 - Adapt Grade 5 Elementary Science for Use in the Experimental Intermediate Schools

Submitted by: Belle D. Sharefkin
Assistant Professor of Education
Brooklyn College

The following recommendations consider the objectives, content, materials and resources, methodology and teacher training, and evaluation to be an integral part of curriculum change.

I. THOSE RELATED TO OBJECTIVES

There is a need to develop an overall inventory of objectives for the intermediate school program. A set of such objectives would give direction to the content, skills, and appreciations to be developed, methodologies to be employed, and needs in teacher training and evaluation.

II. THOSE RELATED TO CONTENT

A) A tentative mapping of the major topics, concepts and subconcepts derived from the above objectives would be helpful in organizing, testing and experimenting with different grade sequences, and providing for greater flexibility in the curriculum. These topics could be drawn from an assessment of the conceptually based current curricula, topics tested in experimental curricula, and new directions at the high school level.

B) Content could then become one part of a two-way grid; the other part indicating the science abilities and methods of inquiry to be emphasized. For example, how can knowledge about soil improve food supply? Children can suggest and refine procedures to collect data including use of controls, record keeping, and interpreting and graphing data.

C) Greater flexibility in the use of topics is desirable. The topic of the senses might well be considered in the fifth grade. More time could then be spent on treatment of electricity in the 6th grade.

D) A variety of mathematical aspects and quantitative approaches should be included in the text or as enrichment in the Science Draft as well as in the Science and Mathematics Draft. For example, children might explore the number of images formed by one object in front of two mirrors forming a 120 degree angle, 90 degree angle, 60 degree angle, etc. and find the relationship between fractional parts and number of images.

E) The value and interest of some topics and concepts should be classroom tested for the soundness with which they can be developed. For example:

1. Is the topic of internal reflection and the study of the critical angle (on Page 68) too difficult and does it have practical application?
2. The lack of conceptual tools in the study of chemical changes may make for a sense of magic or develop misconceptions rather than scientific concepts.
    a) The use of baking powder on Page 252 does not develop an understanding of how the reaction occurs other than that CO_2 is liberated.
    b) The reason for the bleaching of a fabric by chlorine (Page 254) is not the release of oxygen but rather that the chlorine atom is an oxidant.
    c) The heating of wood (Page 227) is a complex phenomenon with many changes occuring and numerous products.
    d) On the other hand, some of the topics and techniques used in chemistry can enhance childrens' appreciation of chemistry: The purification of water by running it through sand; the recovery of salt from a salt solution, the desalinization of sea water.

3. Enrichment study topics should aim to broaden understanding of scientific principles and the tools of science. For example: The study of weather is an opportunity to study the principle of the thermometer, different types of thermometers and humidity gauges.

4. The limits of concept development should be probed or indicated. For example, the difference between mass and weight might indicate that while one's weight may differ on the earth and the moon, one's mass is constant. On earth they may be considered equivalent.

III. THOSE RELATED TO DEVELOPMENT OF RESOURCES AND MATERIALS

A) Appoint a Task Force to:

1. Explore and utilize reading and science materials developed by experimental programs, commercial firms, publishers and quality science writers.
2. List reliable and educationally sound resources such as special visits to laboratories, science institutions, displays.

B) Appoint a Task Force to develop and test materials for ease of use, effectiveness for developing concepts and promoting methods of scientific inquiry, insuring safety, and providing applications. For example:

1. The making of all parts of a motor mentioned on Page 38 is apt to be a difficult and frustrating task for a large group of fifth graders.
2. The internal reflection experience on page 68 dealing with critical angle calls for a specialized shallow tank and carefully guided observation.

3. The Foucault pendulum experiment on Page 122 needs a specially designed pivot to eliminate friction, care in setting the pendulum swinging in the correct direction to avoid misconceptions about the direction of the earth's rotation.
4. In counting stars on Page 125, reproduction of photographs might be helpful.
5. In the construction of an ellipse, supplementary applications might be included such as the tilting of the water in a glass.
6. An actual display of an air conditioner mentioned on Page 215 might help pupils understand how it works.
7. In using the percussion can on Page 214, an enclosing container might be used to impress the pupils with the need for safety.
8. Pupils should become aware of the value and use of commercial materials such as alligator clips in making electrical contacts, weighing scales, springs, etc., in the context of studying special topics.

IV. THOSE RELATED TO METHODOLOGY AND TEACHER TRAINING

While there are many ways to learn science, the classroom laboratory under the guidance of a specialist offers the opportunity for guided discovery and problem raising approaches to promote the use of methods of scientific inquiry so frequently neglected or difficult to achieve in lectures, discussion, and published material. The following might be emphasized in a Practicum type seminar where on the job performance is an integral part of the training program.

A) Development of brief evaluation procedures to assess pupil knowledge of topic which teacher is preparing to teach.

B) Values and limits of the discovery approach. For example:

1. Provide pupils with materials to discover and record ways to make a light work can be productive for generating discussion, for developing concepts about circuits, switches and conductors.
2. Provide materials for a construction experience for discovering the principles of a periscope. (Page 64) Exploration, guided when necessary, can result in discovery of parallel placement of mirrors at a 45 degree angle, and analysis of how to fix mirrors in position to see above an obstruction, how light is reflected, etc., and drawing a diagram model.
3. While this approach is time consuming and more suited to development of some topics than others, it can develop courage and skill to explore alternatives.

C) A problem raising demonstration of parallel and series circuits can be used to promote observations, raising of hypotheses, and procedures to test the differences in these circuits and developing inferences about resistance.

D) Encouragement of a variety of responses and investigations will extend the development of scientific attitudes and individual exploration. For example:

1. Encouraging pupils to make telegraph sets from different types of equipment.
2. Encourage pupils to develop their own record keeping procedures.

B) Long range feedback should be concerned with:

1. Procedures for informal appraisal of the use of the methods of science by teachers and pupils.
2. Changes in attitude and interest on part of pupils.
3. Comparison of different teaching approaches with disadvantaged, advantaged slow, bright for a specific topic.
4. Comparison of curricula differing in their conceptual approach. For example, use of an intensive conceptual schemes curriculum as opposed to a more eclectic or block type program.

TASK FORCE REPORT #8 - Civil Liberties - Civil Rights - Human Rights

Submitted by: Don O. Watkins
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I. PURPOSE AND OBJECTIVE OF GUIDE

It seems incredible that in 1966 in the United States we still need struggle to secure justice and dignity for millions of oppressed and disinherited in our land, and that "blacklash" and "white backlash" are realities to be reckoned with in political campaigns. But this is where we are. Thus, the attempts of the New York City school system to infuse education from kindergarten through high school with concern for civil liberties, civil rights and basic human rights are necessary, indeed crucial.

Evidence from studies of the attitudes and opinions of a cross-section of United States youth indicate a lack of understanding of and commitment to some of the fundamental principles and procedures established in the United States Bill of Rights and developed over the past 175 years ("Sweet Land of Liberty", H.H. Remmus and R. D. Franklin, Purdue University, 1960. "Teaching the Bill of Rights in California", J. Wilson McKenney, Saturday Review, March 19, 1966, p.68). Discussions with social studies teachers and chairmen indicate that New York City youth follow the national pattern. Consequently, this curriculum guide is a needed step in a desirable direction -to seek to infuse the education of children with learning experiences that explore the principles and procedures of civil liberties and civil rights in the United States and elsewhere, and that provide children with the will to implement the principles in their behavior.

The stated purposes of the report seem appropriate:

1) To enable the education of children and youth to become perme-

ated with learning experiences that lead to "good human relationships".

2) To provide teachers with "basic concepts and materials which can be integrated into the over-all curriculum."

3) "To engender pupil commitment to the principles of democracy".

These purposes may be appropriate, but they raise certain questions:

1. Do "good human relationships" result from studies of and exploration in the content of civil liberties? One of the implicit assumptions of this guide is that they do. However, research in the social sciences does not support this assumption. Yet, the Task Force makes no suggestion that its assumption be tested experimentally, or evaluated in any way.

2. It may be helpful for teachers to be provided with basic materials. None of us are walking libraries. But do college graduates -teachers- need to be provided with "basic concepts" in the area of civil liberties and civil rights? Perhaps. If so, is it reasonable to expect them to "integrate in the verbal curriculum" effective learning situations for children to learn the concepts? The Task Force suggests that teachers must handle controversial issues. This seems essential. Is it likely that teachers will be able to do this if they are just now learning the "basic concepts" from the sketchy presentation of them in this curriculum guide? Will they be able to bring "sober and thoughtful approaches to all issues"?

If teachers really do need to learn the basic concepts in the area of civil liberties and civil rights from reading this guide, even including the glossary appended to it, then the liberal and professional preparation and continuing education of teachers needs to be radically changed.

3. Is it possible to "engender pupil commitment to principles of democracy" and also encourage students to search for truths, openly, fully and freely? For some the answer is, yes. Indeed, some advocates of democracy assert that the latter is an essential element of democracy. This reviewer would agree. It is not clear that the Task Force does. Many if not all the suggested learning experiences are structured in ways designed to elicit preconceived conclusions. For example, several such experiences are to lead students to conclude that cultural diversity has advantages. Nowhere is it suggested that students may want to consider disadvantages of cultural diversity. Yet, an open exploration might reveal some. Even if it did not, students, in the search for truth, should be encouraged to explore the question openly.

In addition to the closed position of many of the suggested learning experiences and materials, the Task Force states, "In a democratic society, truth is the result of the competition of ideas in the market place". This seems to be a rather dogmatic assumption about truth. Does it contradict the belief that students should search for truths openly, fully, and freely?

In addition to the three broad purposes of the report explicitly stated by the Task Force, a fourth is implicitly indicated and placed in the report -to help citizens take action in accord with democratic principles. In relation to this, understandings, attitudes, and decision-making are the focus of much of the content of the guide. Whether many of the suggested learning experiences will help teachers and students achieve this purpose is moot.

4. Learning Experiences and Materials

According to the Task Force, "...Study of civil rights and civil liberties should permeate the entire curriculum if it is to be more than just another requirement for graduation." Yet, the impression one receives from the "suggested learning experiences" is that of a hedge podge of separate daily lessons. With the exception of one "open-ended unit on civil liberties" the learning experiences seem to be isolated lessons about the subject rather than a series of sequential and/or related experiences designed to establish a frame of reference within which children would be coming to grips with the problem of human relations throughout the school year.

Individual and group decision-making and problem solving in dealing with public issues are essential features in a democratic society, yet very few of the suggested learning experiences are concerned with either of these processes.

The utilization of powers to secure individual and group goals has been and is now important in our society. But the learning experiences in the guide do not encourage children and youth to explore this are of our social life. There is much stress on constitutional protections and guarantees. But one wonders why there is little attempt to help students examine the social dynamics that have developed and reinforced discrimination against Negroes (for just one of several possible examples) in spite of the Constitution. Will children gain much of relevance from the study of liberties and rights if such study is "purged" of considerations of power?

In general, the suggested experiences seem designed to get children to learn about civil liberties or to feel good about persons, where racial, religious, ethnic and/or cultural origins are different from their own. There is considerable emphasis on cooperation and good will. There is very little attention to the role of conflict in the struggle for rights and justice, especially in recent history. Fourth and fifth grade children are not too young to learn that some people have much power and others have little, and in practice, to the former accrue more of the "blessings of liberty" and rights than to the latter. This is a central issue of our time, and "feeling good" about persons who are different from oneself or "knowing" the advantages of cultural diversity does not inevitably correct the imbalance in power.

The Task Force stated that behavioral outcomes should result from the study of civil liberties. Yet, among the dozens of suggested learning experiences only one proposes that children enter the community to gather data for the purpose of reaching conclusions or taking action.

Social science research on behavior and behavioral change provides little evidence that behavior is affected by study confined to learning content or acquiring knowledge about a subject.

The Task Force stated that the guide does not stress "facts and traditional concepts". However an examination of the suggested learning experiences seems to stress both. "Prepare a floor talk", "make a report", "analyze the quotation", "discuss the role of", "look up the meaning of", "prepare a poster for" (any one of a number of 'special' days and/or weeks) are the primary methods suggested to the teacher. And note that nearly all of the learning experiences are confined to the classroom or the library. In addition, all three lesson plans presented in the guide are the traditional developmental plan so ubiquitous in the social studies classes of New York City. Is it likely that innovation will emerge out of such suggestions?

A word or two about the learning materials. Some seem excellent for the purposes intended. Especially good are the cases in "Who Was Right? What Do You Think?" One trusts that teachers will develop more such cases.

Some materials seem well beyond the level of beginning middle school children (e.g. Some questions in the poll titled "Where Do You Stand on These Civil Liberties Questions") Perhaps this is unavoidable in a guide designed for the entire city by persons who are not elementary school educators. And one hopes that teachers will adapt the guide to their own students.

For teachers to adapt a curriculum guide they need to be creative and willing to innovate. Even the most creative and willing are helped by fairly complete references to source material. This guide provides a good start for teachers who need and want to go to additional sources. It would be helpful to have more references to sources that contain more complete bibliographies. The list of civil rights agencies also seems to be incomplete. All of the official, traditional and "safe" ones are included. But there are no references to any of the hundreds of voluntary associations that have developed recently in New York City, and elsewhere, out of efforts to deal with present problems in the area of civil liberties and civil rights. One wonders, for example, why EQUAL and SNCC are not listed.

The bibliography for children is somewhat disappointing. There are only two references to books published during the Sixties. Since large quantities of books in this field have been written for children during recent years, one wonders if the Task Force believes that none of it is worth noting.

Several years ago two researchers in human relations, Trager and Yarrow, demonstrated that children "learn what they live". The impression left by the guide under review is that the Task Force assumes that children live what they learn. Certainly there is some truth in this. Yet the guide would be more effective if it were infused with the insights of Trager and Yarrow.

Of the several purposes of the report, this reviewer would suggest that the fourth one is the most crucial. Decision-making and action on public issues should be an outcome of teaching and learning, especially so in social studies and particularly in the areas dealt with in this report. Schools ought to enable students to learn not only how to make intelligent decisions, but to learn where the sources of power are in our society and how people may effectively mobilize and utilize power to achieve their purposes. This is important for all persons in a democracy. It is absolutely essential for children and families living in poverty. People who have been deprived of full access to the institutions of our social structure need to learn, in our public schools, various ways to gain that access.

It is well that the Task Force gave some attention to this purpose. Perhaps it would be more helpful to teachers if the attention had been explicit and more sharply focused throughout the report.

Though the comments thus far have been largely questioning and critical, it should be pointed out that in toto the report is a welcome departure from some of the past guides in the social studies. The focus on concepts and general themes should enable teachers and their students to grapple more effectively with the central issues of our time.

A brief postscript on "purpose" seems in order. The report was prepared for the total system, not for teachers of the "disadvantaged". Thus, it cannot be evaluated in terms of its effectiveness for any particular group of children. Yet, the explicit and implicit purposes of the report are appropriate for teachers of "disadvantaged" children.

II. THE CURRICULUM DEVELOPMENT PROCESS USED BY THE TASK FORCE

In developing a guide that is to be utilized at various ages and grade levels throughout the school system it would be desirable to have a Task Force that is broadly representative of the system. The Task Force on Civil Liberties is not. Though the guide was prepared primarily for the fifth and sixth grades in intermediate schools, no elementary school teachers were on the Task Force. Further, the acknowledgements indicate that none was significantly involved in the development of the guide at any phase of the process.

As yet this curriculum guide has not been tried out in classrooms. There are at least two references which state that some of the suggested materials and "learning experiences" have been "used successfully" by classroom teachers. But no research evidence is provided to support this contention. Thus, other than by hunch, there is no way to ascertain how effective this guide may be when used by teachers who apparently had no part in its development.

Perhaps the absence of elementary school teachers on the Task Force is one reason why little attention seems to have been given in the guide to the developmental tasks and needs of Middle School-age children. One can open the guide to any of the lists of suggested learning experiences and note several items that seem to ignore the nature of eleven, twelve and thirteen year old children. For example, one such item (page 85) proposes, "Have a student report to the class on democratic provisions of the Northwest Ordinance (1787) in American history and the Magna Carta (1215), the Habeas Corpus Act (1679) and the Bill of Rights (1689) in English history. The report should stress the ideas that our rights have a long evolutionary history and that the English experience was a background for the American experience." To what extent do fifth and sixth grade children have a concept of time that will enable them to understand "a long evolutionary history"? The need for this age group to explore and test their own ideas seems not to be encouraged when students are told what hypotheses or content their reports should stress. One wonders to what extent the needs of children are met if they are to be the agents of teachers, presenting material from the point of view of the teachers, or in this case, the view of the Task Force.

A parenthetical note here about content. How is the hypothesis that "our rights have a long evolutionary history" verified if nothing since 1787 is included?

Teachers should have been brought into this curriculum development process at the outset. The nature and needs of Middle School children should have been more carefully considered by the Task Force. Certainly before this "preliminary guide" becomes the guide, teachers and children need to be involved and considered in its development.

III. CONTENT

A strength of the guide is concept and thematic approach to content. Teachers are encouraged to deal with situations within the context of broad concepts and topics. For example, situations that may be seen as race relations do not become separate and isolated entities. Rather, they are seen within the framework of equality, due process, the evolution of human rights, etc. and the Task Force attempted to present civil rights and civil liberties as a web that runs through our society, rather

as
than disparate elements. In addition, though the guide does tend to become ethnocentric in places, there is some attempt to see our liberties and rights in the context of man's historical struggle to achieve them throughout the world.

The United States is not always the "good guys". Others' achievements and our failures are presented as appropriate content for examination. A most healthy sign. It is important for teachers to be encouraged to explore these social realities with children. The Middle School age child is most concerned with integrity and hypocrisy. It is well for teachers to accept these concerns in any consideration of civil liberties. The early adolescent becomes increasingly aware that our principles are not our practice. Teachers who pretend otherwise become objects of scorn of the students, and social studies instruction becomes unreal and irrelevant.

The topics selected by the Task Force for the guide are central to any curriculum intended to deal with the broad area of civil liberties. The discussion of these topics does properly emphasize the widely-varied ethnic, racial, religious, national and cultural origins of the United States population (interestingly enough, there is little or no reference to white Protestants). However, this reviewer does have some comments and questions relative to the breadth and depth of the content.

The major emphasis in all of the topics is on the Federal level of government and especially the Supreme Court. Certainly the Federal government has been and is an important factor in the area of civil liberties. Yet, for most of us in the daily round of life, the local government and local institutions are more important. How the local laws and courts handle absentee landlords charged and convicted of housing violations is of greater immediate concern to the tenement resident than the Fourteenth Amendment which forbids states to "deny to any person with its jurisdiction the equal protection of the laws." Brown vs Board of Education (1954) was and is of utmost significance, but the struggle for desegregated schools over the past decade in New York City is at least as important to the children, teachers, parents, and taxpayers living in Canarsie, Harlem, and the other community areas of the City.

In short, the topics are handled too formally and legalistically to suggest the vibrancy, vitality and dynamism that was part of the historical and is central to the contemporary struggle for liberties and rights.

The content is at times remote not only because of its legalism, but because of its geography, as well. That is, very few situations refer to New York City, except in a positive way. For example, Call Them Heroes, booklets of biographical sketches of New Yorkers from various social, ethnic, religous and national backgrounds, who have become leaders, are referred to as examples of showing that opportunity exists in the city for people from all groups. But no references are made to the patterns of employment in some New York City business and industry that reveal the relative absence of Negroes in the middle and upper job levels.

Many references are made to violations of rights in the South, particular southern states, and in some foreign countries. There are few, if any, references to the historical fact of the exploitation of immigrants and the continued exploitation of Negroes and Puerto Ricans in New York City. A guide for New York City teachers and children certainly is inadequate that does not include the City significantly in the discussion of liberties and rights.

One of the most controversial topics in the area of civil rights is not even suggested, and should be. For the past several years the concern of some individuals and organizations, both private and government, has been to establish not only equality of opportunities but to create social conditions that will enable relative equality of results. Some of the discussion about quality, integrated education is essentially about equality of results. The I.S 201 controversy demonstrates this very clearly. Nor is the concept of equality of results confined to educational achievement levels. The same kind of discussion and struggle is going on in the areas of employment and housing. Hopefully the curriculum guide will be revised to include this topic and concept.

Some of the content seems weak due to overgeneralizations and some of it is erroneous. There are many examples of both elements. Some are pointed out in the following paragraphs. The Task Force summarized several "broad objectives of the program" (pp 7-9). The first two seem to be grossly overgeneralized:

"1. to introduce the pupil to the concept of universality, to the fact that all people everywhere struggle toward human equality and the rights and dignity of the individual". I know of no social science or historical research that could substantiate the statement that it is a "fact that all people everywhere..."

"2. To introduce the concept of inalienability, the fact that rights are not given by one regime subject to the withdrawal by a subsequent government".

The history of mankind reveals clearly that rights are given and withdrawn. And the Fourteenth Amendment to the U.S. Constitution assumes that certain rights (including that of life) may be deprived people through "due process of law".

The Task Force states (p.8) "that we can only enjoy rights if we assume the full responsibilities of citizenship". Is this really true in the United States? Do only those who assume full citizenship responsibilities enjoy rights? The evidence does not suggest so. And of course if it were true then it is not true that "human beings have rights because they human..." Yet this is another generalization of the Task Force.

When the Task Force's"Key Generalizations" (pp. 10-12) are examined,an undifferentiated mixture of facts, beliefs, hopes and normative judgments are revealed. Yet they are called "basic concepts... relating to individual rights and liberties." The intelligent teacher certainly will challenge some of the "Key Generalizations". If they don't, one would hope that the pupils do. Perhaps the Task Force would do well to try to provide substantiating evidence for each concept listed. At least, the generalizations should be presented in a manner that indicates that they are not all of the same order, i.e.g. "Human beings live in groups" is a fact substantiated by anthropologists. This does not mean that they may not be individuals living completely isolated lives. "Each individual human being is entitled to respect and dignity as a human being" would seem to be a belief.

Throughout the guide readers will note other overgeneralizations and undifferentiated discussions. The overall impression left with this reader is that the Task Force was intent on propagating a point of view and did not give sufficient attention to working out a thoughtful presentation.

The errors can be easily corrected and perhaps should not even be noted in this type of review. Nevertheless, some of them reveal a lack of awareness that one does not expect to find in a curriculum guide prepared by professionals. These are noted:

1. p. 20,P.2. It is not the Elementary and Secondary Education Act of 1965 that authorizes the Commissioner of Education to establish guidelines for desegregation. The Task Force is probably referring to Title VI of the Civil Rights Act of 1964.

2. p. 27, P. 3. DeTocqueville wrote *Democracy in America* after his visit to the United States. It was first published in 1835.

3. p. 28,P. 2. There was not massive immigration at the "turn of the nineteenth century". Possibly the reference is to the latter portion of the nineteenth and turn of the twentieth.

4. p. 87, P.2. The conflict was between the Hack Bureau and the New York City Commission on Human Rights, not with the State Commission.

5. p. 207. "Lessons from the Harlem Riots." I have not heard the tape, but assume that it was riots in Harlem in 1964,not 1963, that was discussed.

The Task Force indicates that the rights contained in the Universal Declaration of Human Rights are not presently "guaranteed by any national or international organization." This may be technically correct. However, the Commonwealth of Puerto Rico had included these in her Constitution almost verbatim. Some were removed prior to adoption at the insistence of the United States Congress. It would be helpful, perhaps, if teachers and students in New York City learn that Puerto Rico tried to guarantee the rights contained in the Universal Declaration.

As has been noted, generally the topics considered in the guide are the central ones in the area of liberties and rights. This reviewer questions the depth of the content. The essays for the topics are rather dull and more more importantly are not written at the level of college graduates. The reading level seems to be high school, perhaps college preparatory, not for average high school students.

Background essays may be desirable in a curriculum guide, but at more than an introductory level of thought. The danger is that the simply written, abbreviated discussion will become the extent of the "content" used by the teachers. Essays in a guide ought to impel the reader to further exploration by their provocativeness. The Task Force needs to test these out on teachers to ascertain whether or not they precipitate study in more depth.

As a substitute for sketchy essays on several topics, this reviewer prefers another approach. Perhaps the guide could include an exploratory, provocative essay dealing with the general area of liberties and rights. This essay would be followed by outlines for each topic that would include annotated, bibliographic references (for teachers and students) for each item in outline. It is assumed, of course, that many of the sources would be available in the school libraries.

Finally, there is a basic problem in exploring ideas in this field that needs to be dealt with by educators --that is, discussing people as members of groups. This problem is apparent in the guide being considered here.

For example, in some places Negroes are referred as "they". "They suffer the greatest unemployment. They are the last to be hired and the first to be fired. They perform the unskilled jobs..." (p. 21). In other places the achievements of individual Negroes are stressed. These are presented as outstanding people, and they are. The result of such discussion, however, is the projection of Negroes as a group from which a few have emerged as exceptions. Does this unintentionally reinforce a stereotype held by some whites, including some teachers, that the individual can "make it" if he just tries hard enough? And that the low socio-economic status of a large proportion of Negro citizens is really the result of shortcomings among Negroes, not related to discrimination and exploitation within the social structure.

TASK FORCE REPORT #9 - Independent Learning: Some Organizations Schemes and Materials

Submitted by: Zelda Wirtschafter
Brooklyn College

I. RATIONALE AND THEORETICAL CONSIDERATIONS AS TO VALUE OF INDEPENDENT LEARNING IN MIDDLE SCHOOLS IN DISADVANTAGED AREAS

Three of our most important school goals for all children in addition to teaching competence in the basic language and number skills, are:

1) To develop awareness of individual and group human worth and values;
2) To help children learn to structure and use their time productively, and
3) To help children learn how to conceptualize and solve problems.

It is generally agreed that the more we individualize instruction, the more children will be actively involved, and that to the degree children participate actively in their own learning, the more effective that learning will be.

Individualized instruction is ideally suited to the realization of these goals:

a) provides many opportunities for recognition of individual achievements and group cooperative projects,

b) provides time for children to work independently in self-selected areas,

c) provides opportunity through use of basic source materials for children to discover relationships and develop concepts on their own, and

d) provides increased time for teacher to give individual remedial help.

In working with children from disadvantaged areas, an additional goal emerges, i.e. the remediation of basic skills, particularly reading. The remedial problem is particularly acute in the middle grades, but many teachers are discouraged from individualizing instruction even though this is the very form of organization that would permit children to proceed at their own rates and at levels appropriate to their ability, and at the same time allow the teacher to give more intensive and individualized remedial help. However, as the Task Force Report #9 clearly states, "in no sense is the individualization of instruction to be equated with individual tutoring".(Cp. 3). Nor does its essence lie mainly in independent and small group assignments per se. Crucial to a successful program of individualized instruction is an underlying attitude and flexibility on the part of the teacher which supports and allows expression of individual needs and full range of individual learning styles. Example:

During an observation lesson in phonics with a first grade class, Tommy suddenly jumped from his seat, dashed to the alphabet chart and pointed to the "M" and then proceeded to "tag" all the words beginning with "M" in different parts of the room. He had, at that moment, suddenly realized what the relationship between letters and sounds was all about and, unable to articulate it verbally, needed to consolidate his discovery in a motor way. The observing supervisor, however, saw only a child popping out of his seat and commented that the child seemed to have "problems".

The theoretical discussion in Section I of the report needs to emphasize the importance of different learning styles, and would be greatly strengthened by the inclusion of more anecdotes illustrating common types of behavior: or which in this framework are perceived as "permissable" and constructive, rather than "bad".

Similarly, in discussing the assignment of tasks (Pages 4 and 9) it is important to emphasize that the formulation and assignment of these tasks should be based on cues from the children themselves, as individual questions and interests come out through discussion. Individual children may take the lead in suggesting directions for research, cooperative projects, etc. that the teacher can then capitalize on, thus making the learning process a genuinely joint enterprise between teacher and children.

Middle School age children are developmentally at a stage where strong dependence on and interaction with their peer group is extremely important and necessary to the fulfillment of developmental tasks, particularly as they are working towards independence from adults. This need is supported and aided by individual and small group organization of learning. In addition,this very need becomes a natural aid to the teacher. Slwer children will often get involved in an activity through the stimulation of their classmates, whereas they see no relevance in teacher-directed study and often reject suggestions coming from the teacher.

In my experience, the single most promising line of attack on the problems of disadvantaged pupils in the Middle School lies in the direction of restructuring the use of time to provide large blocs for independent study, "laboratory" types of learning activities, and individual and small group instruction. To this end, the Task Force Report #9 materials on Independent Learning will make a valuable and much needed contribution.

In addition to the change of focus on curriculum as means, rather than an end in itself (page 2), individualized instruction also involves a crucial change in our concept or image of the teacher's role (see Pages 3 and 10), as well as in the traditional organization of the classroom and use of instructional time.

While the Report on Independent Learning can be of tremendous value in stimulating and helping teachers to move toward individualized instruction, it alone is not enough. In order for classroom teachers and school administrative personnel to feel confortable with this new role, intensive in-service preparation and on-the-job support must be provided (preferably in the form of joint workshops in which both classroom teachers and supervisory personnel, principals, etc., participate).

Another problem which must be met is the interpretation of such a program to individual parents and the community at large. Whereas, in middle class communities, it is parents who often demand increased provision for individual and independent study, the parents in disadvantaged areas tend, generally, to have a much more conservative and traditional view of what constitutes "good teaching" and view innovations with the suspicion that the children are "playing" or that the teacher is not "teaching". Guidelines for interpretation need to be worked out based on preliminary discussion and pilot testing, in typical depressed neighborhoods, with parent groups, neighborhood organizations, community leaders, etc., and involving such groups actively and cooperatively at each stage of development. In this way a document will be produced that will:

a) accurately reflect the questions and possible reservations or objections the parents may have, and

b) be able to help teachers and principals deal effectively with these objections and explain and clarify the school's program in a meaningful way.

II. CONSIDERATIONS RE IMPLEMENTATION OF INDIVIDUALIZED INSTRUCTION IN CLASSROOM

The practical problems re implementing individualized instruction in disadvantaged area classrooms fall into two major groups, the first related to the disabilities of the children, and the other related primarily to administrative attitudes and pressures.

The most widespread effort to implement individualized instruction in the classroom has been in the area of individualized reading. Unfortunately, the individualized reading program (as well as other new curriculum materials based on individualized instruction principles) tend to be used only in the "bright" classes of each grade, so that the children who might well derive the greatest benefit from such a program are deprived of its advantages. The problem has been the failure to articulate in detail the kinds of problems that are likely to arise in "slow" classes from disadvantaged areas, and to give teachers practical suggestions that will enable them to plan for and deal with these problems before they become critical. There seems to be a lack of tolerance for what is, in effect, the "learning period" as children slowly learn to gain skills and independence. It is as if, when faced with a class of first graders who come to school not knowing how to read, the staff decides not to teach reading.

In this area, Task Force Report #9 makes a good beginning. The practical suggestions (pages 3 to 6) present extremely important and valuable guidelines covering typical problems involved in beginning a program of individualized instruction. These guidelines would be even more helpful if each were followed by descriptive anecdotes from actual inner-city classrooms illustrating failures as well as successes, and including some situations in which what seemed to be failing actually turned out to be successful in terms of children's learning. This technique (in reverse) is used to good advantage in Section II, i.e. examples followed by discussion of implementing principles.

The sampling of programs is excellent with two reservations: The Dienes -Adelaide Math. Project (A-2) (page 10) and "Let's Look at First Graders (E), (Page 23). Both of these are again and as such, general overviews, not directly helpful to the classroom teacher. In addition, the first describes a program highly tied to a special set of materials not generally available to New York City teachers for class use, and the second, a first grade diagnostic program which has even less immediate relevance to the problems of a 5th, 6th, 7th or 8th grade teacher trying to evolve a workable program of individualized instruction.

Certainly, one of the aims of a report devoted to Independent Learning would be to help teachers become familiar with the many new curriculum materials that promote individualized instruction. This,would perhaps be better done in an annotated bibliography including a brief description of each project and most important where to write for more information and/or sample materials.*

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* Some curriculum projects that should be included:
ESI (Science, Mathematics and Social Studies)
(David Page University of Illinois Arith. Proj.)
Madison Project
Cuisenaire
Stern
Dienes-Adelaide
Minnemast
SMSG
Lore Rasmussen Math.Lab.(Learning Materials Inc.)
Let's Look at First Graders

In addition, a list giving locations of various resource centers in the City where these materials can be examined first hand would be helpful. (MFY Curriculum Center, Bank Street E.R.C., Board of Education and District Centers, Ferkauf Center, etc.)

Section II-E could then be devoted to at least one or more examples of an individualized program in action, taken from anecdotal records, and focusing on typical disruptive behavior incidents and how the teacher (and/or children) dealt with them. This is extremely important as it is one of the most common problems teachers have when initiating individualized instruction.

III. SUMMARY

As a broad Statement of policy and general overview, the Task Force Report #9 deals positively with the most crucial issue in the upgrading of slum schools in general and the Middle School in particular. The sections addressed to the classroom teacher (Section I and II) contain valuable practical suggestions but they need to be expanded to include many more specific examples of the anecdotal type dealing with actual classroom situations, and focusing on the problems involved in individualizing instruction in depressed area classes.

In addition, if this type of program is to be implemented on a meaningful scale, intensive workshop sessions must be instituted for classroom teachers and even more important, for principals, assistant principals and other supervisory personnel, since it is in these ranks that resistance is in fact most persistent, although "lip service" is usually given to the value of individualized instruction "in theory".

A supplementary guideline dealing with interpretation of the program to parents needs to be developed in cooperation with representative parents and community leaders.

Task Force Report #11

PRELIMINARY CURRICULUM GUIDE

HOME LIVING

New York City Public Schools
September, 1966

Submitted by Marian V.Hamburg
Associate Professor of Education, New York University

The preliminary guide in Home Living reveals a thoughtful attempt to develop a new approach to curriculum for the Intermediate School children in the New York City Public Schools. It shows imagination in suggesting how the core subject area, Home Living, might provide for an integrated presentation of learnings from seven selected subject areas: Industrial Arts, Home Economics, Health Education, Consumer Education, Art and Music. What the Guide does is to provide an impressive listing of sequential "concepts and content", carefully labeling each listing with the name of its subject matter source. Despite the extensive listings, the Guide is incomplete in content, lacking in teaching suggestions and resources and somewhat confusing in its presentation.

Its effectiveness will depend entirely upon the skill and interest of the teachers who use the Guide, both during the testing period and afterwards. The crucial issue which I foresee is whether teachers can and will, in fact, be willing to take the additional time and exert the extra effort in planning and working together on a long term continuing basis to implement the suggestions in the Guide and complete the task of its development. Since the major strength of the Guide is its plan for inter-relating the contributions of a number of different subject areas through a general topic, it requires a team teaching approach. Only in this way can individual teachers' talents be used effectively to guide children toward the understanding of a natural progression of concepts undisturbed by the customary time delimitations for individual subject areas.

The Task Force recognized the necessity of team planning and suggested in the introduction that between 40 and 60 minutes a week be set aside for teacher planning under the leadership of a designated chairman. The success of the curriculum in action will rest upon the effectiveness of these sessions.

THE CONTENT

The curriculum content is divided into two major headings: (1) The Family As a Pattern of Group Living and (2) The Family's Role in Community Life. Under each of these is a wealth of related concepts logically presented and broadly conceived. There are many topics of particular relevance for today's urban youngsters, which have often been omitted from past curricula. Attention is given, for instance, to the changing roles of family members, unemployment, poverty and problems of housing in New York City, to name but a few.

The importance given to Consumer Education is excellent. The recent national School Health Education Study has shown Consumer Education to be an often neglected area of special need. Certainly, it has special importance for disadvantaged pupils.

Although the breadth of the curriculum is commendable, and the Task Force's willingness to include controversial areas such as moral and spiritual values and religion in family life, refreshing, there are some obvious omissions of content. Any guide concerned with home and family life should include content relating to human growth and development. Yet, this is almost totally lacking. Whether the Task Force lacked the ability or the authority to deal with this area is unknown. However, at every grade level where there is reference to understandings relating to how life begins, grows and develops, this statement appears: "A special committee is studying this area." The question arises concerning the desirability of omitting such an obviously important part of the core topic. Any school tryouts, without the addition of this material, will be premature and incomplete.

Another controversial topic: Venereal Diseases, is also among the missing in this Guide. This too, is apparently by design, since a note under the heading of Communicable Diseases explains that a special committee is also considering this area. One wonders why Task Force #11 which represents a variety of professional competencies and experiences was unable to develop a complete guide.

Although Physical Education was not listed as one of the subject areas to be included in the Home Living Guide, it appears under a sub-heading of Wholesome Recreation. At each grade, beginning with Pre-Kindergarten, there is a list of types of physical activities, which includes games, stunts, individual and team sports. Since this will require actual physical participation, probably necessitating the use of special facilities and equipment and requiring separate scheduling, one wonders about the desirability of including it in the Guide.

Generally speaking, the curriculum content appears to be appropriate for children in the middle school years. Attention has been given to children's readiness at an ever earlier age due to much exposure to content through numerous communications media. Many examples may be cited of topics which are introduced at a much earlier grade level than has been customary. The study of the effects of the use of tobacco begins at the fifth grade. So the use of non-medical substances such as narcotics and other drugs. Including such topics at this point is consistent with the recommendations of many professional groups which have criticized schools for dealing with such topics when it is too late.

THE ORGANIZATION

The organization of the content requires comment. It takes considerable study to determine the pattern and particularly to get an idea of how it will be put into practice. A condensed six page outline gives the general design. Following this is a greatly expanded outline that becomes quite confusing. The material is presented in two different formats: one for the fifth and sixth grades; the other, for the seventh and eighth.

For the two lower grades (5 and 6) the Guide includes nothing more than a listing of Home Living concepts. Beside each conceptual statement appears the designation of the subject area from which it derives. For instance:

a. Provisions within limited living space

Home Econ.	. . . Recognition of those activities requiring complete privacy
Ind. Arts	. . . Enhancement of existing facilities for privacy
Health Ed.	. . . Ways to share space for storing of personal belongings

While this method of presentation does serve to show contributions from all of the seven selected subject areas and to suggest how these learnings may be integrated as a part of one broad concept, it does not indicate how a teacher is expected to handle the material. If specialists in art, music, home economics and other fields are to be utilized in the fifth and sixth grade classrooms, it will be difficult to unify the way material is presented simply because of scheduling considerations. On the other hand, if the classroom teacher is expected to handle all of the classroom work, she may feel at a disadvantage in some of the specialized areas and require considerable assistance to do an effective job.

The organizational pattern for the seventh and eighth grades is entirely different. One wonders if consistency might not be desirable. Why else a middle school? While here too is a listing of "concepts and content" it is presented strictly along individual subject matter lines, so that the entire scope and sequence for Art, for instance, appears separately. Presumably this is to provide specialized teachers in a departmentalized setting the entire scope of their own field. Each can also see the scope and sequence for other subjects being presented simultaneously by their colleagues.

One is conscius of an attempt to get depth into the curriculum, but some of this, at least, appears to be simply the presentation of slightly different aspects of the same topic at different grades. Having the same or similar topics appear at many grade levels not only limits the depth study of a particular problem at a single grade level, but also creates the danger of undesirable repetition. This is especially noticeable in the content for the seventh and eighth grades in two subject areas: Health Education and Home Economics. For example, the seventh grade Home Economics curriculum is focused on Getting along with the family, Recognizing the need to contribute to each other, etc., while the seventh grade Health Education curriculum is dealing with Qualities necessary for good relationships, Learning to cooperate, etc. This might be considered unnecessary duplication rather than desirable reenforcement.

Even within a single subject area there appears to be some overemphasis of material. In Health Education, for instance, content on alcohol, tobacco, drugs and narcotics is suggested for every grade beginning with the fifth and continuing through the twelfth. Can this be justified?

GENERAL COMMENTS

The entire presentation, while interesting and different, is quite incomplete at this stage. It does not give a teacher enough guidance. Perhaps it is the intention to add more specifics that are developed during the tryout period. In its present form it would not be very helpful to teachers who had not participated in the Guide's development unless they have continuous guidance in applying it.

It lacks concreteness in terms of objectives. Outside of a statement that the curriculum is intended to bridge the gap from the old curricula to what is needed in the changing urban environment, there is no indication of what young people are expected to know, feel or do as a result of being exposed to any part of this curriculum.

There are no references that would be of significant help to teachers planning classroom learning experiences. The Appendix includes only excerpts from a variety of publications which serve to provide a philosophical framework and justification for the choice of the subject areas. These are significant, current and enlightening, but are not of the type to be useful to teachers.

Throughout the Guide there is only an occasional suggestion of an activity or a way of stimulating learning. One exception is the subject area of Industrial Arts at the seventh and eighth grade level which presents material as "Skills and Content", rather than "Concepts and Content" as is found in the other areas. The Consumer Education portion of the Guide also appears to present content in more concrete fashion.

There are parts of the Guide that are extremely labored, apparently reflecting the Task Force's compulsion to present a concept on a given topic at every grade, regardless of its suitability or need for emphasis. A good example is found in the plan for utilizing Art to develop understandings about Earlier Retirement. The concept from grade three through grade twelve are as follows:

Grade

3 The elderly enjoy visits to museums, galleries and special exhibits.

4 Many elderly citizens exhibit and/or sell their art.

5 Art skills and interests developed early in life can be pursued at any age.

6 Museums offer many opportunities for enriching leisure hours for adults.

7 Elderly citizens enjoy beautifying the surroundings.

8 Elderly citizens design useful articles for personal, family and home use.

9 Elderly consumers exercise aesthetic judgments in purchases.

10 Elderly citizens participate in family and community decisions relating to art.

11 Elderly citizens may attend adult classes and workshops in painting, ceramics, weaving.

12 Retired artists and art educators make contributions as critics, curators, or writers in the field of art.

The Guide is weak in primary sources. There are no reports of research and no bibliography.

Facts that will be needed for content areas are missing. Though they may be available from current Board of Education publications or other sources, their availability is not shown. Most teachers will need more than the statements of concepts in the Guide. A fifth grade teacher, for instance, might not "know the reasons for differences in body build or rate or growth", yet it is one of the concepts she is expected to include. A sixth grade teacher may not know how to go about helping students "learn about price ranges for various types and qualities of musical instruments", or "understand the need for insurance and how best to meet this need". Yet these are both in her assignment.

The real strength of the Guide is in defining an encompassing topic of importance to urban youngsters and in suggesting how seven subject areas can be inter-related in its presentation. This initial work shows much thought and deliberation, but should be considered only as a partial work, since it lacks so much material that teachers will need.

Putting the Guide to classroom use at this stage will be a most-time-consuming task requiring much in-service education, by extremely competent leadership.

There is a suggested plan for evaluation of the Guide during the tryout period. This plan is very general and will require considerable refinement. One cannot, as suggested, measure results in terms of objectives which are not specifically defined. Since some of these objectives are undoubtedly the change of attitudes and practices of children, these will require the development of measuring tools that are beyond the knowledge and skill of many teachers. Strong support from specialists in educational evaluation will be a necessity.

Task Force Report #14 - Typewriting Grade 5

Submitted by - Charles M. Long
Associated Professor of Education
Brooklyn College

The evaluator is impressed with the soundness of the skill development program in typewriting. It is possible that an occasional authority might suggest a slightly different sequential pattern of learning experiences, but the preponderance of research with which the evaluator is acquainted would support the program as outlined in the preliminary end-of-the-year progress report (Curriculum Task Force #14).

The late Dr. Joseph O. Loretan, who deserves much credit for initiating these curriculum developments, asked this particular Task Force to prepare a program "carefully planned to meet the specific objectives of improvement of language art skills of our students within the framework of proven methodology of skill building for typewriting".

Proposals are, therefore, studies in terms of this charge to the Task Force.

Secondly, all curriculum materials prepared by the Task Forces were analyzed with the objectives set by the New York City Board of Education in the curriculum portion of the Middle School proposal (ds-4/25/66).

Although occasional references are made in the proposal to the improvement of language art skills, most of the report focuses on skill development in typewriting. In fact, specific attention to written communication skills and coordinating vocabulary of other subjects comes at the very end of the report and occupies no more than six or eight pages. One is almost compelled, therefore, to assume that the major reason for including typewriting in the curriculum is to start these children on the road to becoming good typists and that, after some degree of competence is achieved, the skill will then be used in other areas of the curriculum. Is this an educationally sound reason for offering typewriting at the 5th grade level?

In the introduction, the authors of this document referred to research which attests to the value of the "Talking Typewriter" as being 'successful in developing the language skills of very young pupils without regard to the skill of typing".[1] While the "Talking Typewriter" is a far cry from any ordinary office-type machine, are there any language art skills which 5th grade youngsters might strengthen with such a machine even if they know nothing at all about typing?

Teaching typing in a class situation as a separate course introduces certain problems and difficulties when the teachers attempt to integrate this activity with other subjects. I suspect that skill development could take place as effectively with content drawn from the language arts as it does with the more or less specialized sterile content which is built into typical typewriting courses of study. It is possible, however, that typing teachers would not have the time and competence to gather content from the language arts, for example, graded, and build it into the skill development program. Furthermore, its relevance would be less by the time it finally found its way into such a program.

In addition, most typewriting teachers and authorities in the field would undoubtedly raise serious questions about permitting a beginner to use the "hunt and peck" system on an uncovered keyboard. Yet, that is exactly what is done when typewriters are made available in regular classrooms for the use of students. Authorities in the field would probably say that competence in the use of touch typing would be hindered if beginners started to use the machine as a tool before they had established skill in touch typing. On the other hand, a typewriter used in this faltering, clumsy way may become a real aid to the student as he is trying to get his ideas down in a form which he and others can more easily read.

[1] Page 1 Curriculum Task Force #14 "Typewriting-Grade 5"

At this stage in the evaluation of this phase of the curriculum, the evaluator considers it more important to raise issues and questions rather than to attempt to convince anyone that a particular system or way of achieving the Board of Education's objectives of quality education in an integrated school is most desirable. A school faculty might, for example, invite two or three regular classroom teachers to sit down with a typewriting teacher to tussle with some of these problems.

TASK FORCE REPORT #16 - Individualization of Instruction

Submitted by: Charles M. Long
Associated Professor of Education
Brooklyn College

The paper entitled Individualization of Instruction prepared by Task Force 16 presents a well authenticated, comprehensive discussion of theories and practices explored by educators over the years.

The paper contains some important ideas the implementation of which are long overdue. For example:

1. "Inflexible and homogeneous grouping for academic achievement has never been shown to facilitate maximum cognitive development."
2. "An over prescribed curriculum defeats provisions for individual differences." This evaluator would on the same premise suggest that centrally developed curriculum ideas and materials are dichotomous to the goal of individualized instruction in a large urban school system.
3. "The classroom atmosphere must encourage questioning, probing and discovery."
4. "The role of the teacher must be a relatively non-directive one stressing the understanding and guidance of each child's intellectual and emotional growth."
5. "Opportunities for non-teacher-controlled learning should be maximized."
6. "The effectiveness of individualization is measured by the increasing capacity of the student for self direction."
7. "The rating of students by school personnel should be kept at a minimum."

These very well expressed ideas are crucial to the development of individualized approaches to learning.

This evaluator is highly skeptical, however, that the process being utilized whereby such a report on individualizing instruction is developed centrally by a very small group to be eventually distributed to principals and teachers will effect much change in the directions suggested. Most professional personnel have in their preparation for teaching read and written similar (though perhaps less comprehensive) documents, yet even a minimal degree of individualization is not in widespread evidence.

From the experience of this evaluator, principals, teachers and other teaching personnel seem to need to themselves experience individualized treatment in their work situations in order to reflect the same in their teaching roles. Curriculum (in its broad definition) if it is the outcome of individual contribution to school staff planning for the children as the staff knows and understands them is in its making and unfolding individualized. It is individualized because 1. Curriculum decisions are being made in the place closest to the children and community concerned. 2. Curriculum decisions can be applied now in, as the Task Force Report indicates, a fast changing society where curriculum based on needs of people would change concurrently. 3. Children, teachers, principals, etc., see their own individual contributions in action which convinces them of their worth and encourages further expressing of their individuality.

TASK FORCE REPORT #18 - Learning Through Laboratory Experiences

Submitted by: Charles M. Long
Brooklyn College

"Learning Through Laboratory Experiences", the proposal submitted by Curriculum Task Force, Number 18 presents some very exciting ideas and innovations.

If, as this Report suggests, the Learning Laboratories described could be built into every Intermediate School physical plant, this evaluator could envision dramatic change toward the desired goal of gearing instruction to the needs of individuals living in a highly specialized society. The use of laboratories by individuals and small groups of children or by individuals and small groups of teachers seeking information or participating in creative projects gives one an exciting image of a new learning environment more conducive to the searching and discovery process. The concept of physical plant could contribute significantly to breaking through the "four walls" kind of learning which has emphasized a single teacher as the authority and the textbook as the major source. It has the further possibility of breaking through the highly academic approach often found in the totally self-contained classroom - one in which paper, pencils and books are the major and sometimes exclusive tools - by providing places where a great variety of media (wood, paint, clay, tapes, records, primary sources, etc.) are available with supporting professional help. In fact, unless these ideas are rapidly implemented in the new Intermediate Schools, the evaluator sees little chance of implementing the many fine curriculum innovations proposed - At least in the immediate future.

While the re-education of teachers, consultants and technicians is properly recognized in this report to be of major importance, the mere creation of these laboratories could be perhaps the most poignant force in that re-education.

We know that in the presently designated Intermediate Schools, few are so equipped, and it is imperative that the Board of Education set a timetable for establishing these laboratories within the next eighteen months. The success of the entire Intermediate School Project depends on the immediate implementation of this Report.

The evaluator feels somewhat uncomfortable about the adequacy of the treatment given to two of these laboratories; namely Speech and Library. He urges that additional competent specialists in these two areas at least be employed to assure that the most modern ideas are incorporated. For example, in the Library, sound conditioned spaces would be needed where small groups of children could really grapple with ideas. Such activities often must be noisy to be efficient!

TASK FORCE REPORT #21 - Multi-Media Resources for Teaching

Submitted by: Sterling Rogers
Media Specialist
Educational Resources Center
Bank Street College

The guidelines set up for this evaluation recognize that special consideration should be given to the educational preparation of disadvantaged or underprivileged children in large urban centers. While "sound" curriculum and methodology are desirable for all children, there is some indication that more variety and specific innovation is required to accomodate the "disadvantaged" child. Emphases of such programs should cater to individual needs and assist these pupils to study effectively, and achieve with a substantial degree of confidence. Multi-media resources may be especially effective in such individualization and reinforcement in teaching.

This report is well presented but guves little assurance that it will be helpful to a significant percentage of classroom teachers. Further, it would seem to be highly appropriate that administrators and supervisors both at the school building and district level should be involved in planning. Specific limitations and/or potential problems ought to be explored so as to be dealt with before there is frustration on the part of the instructional personnel.

Development of the Guide

The development of this manual does not indicate specific participation of classroom teachers representing the various disciplines and reflecting the organizational structure of the school system. Members of the development group were at supervisory or administrative levels and have probably not been involved with the routines of instruction for some time; therefore their thinking may be expected to represent special interests related to, but not involved with the operational/functional aspects of curriculum implementation and training.

Supplies and Equipment

Standards or guidelines are nevertheless lacking for ratio of equipment to school population. These are essential to the TAVC as well as principals and superintendents who initiate the approved expenditure requisitions for their schools. Projected acquisition should be spread over several years. A reproducable chart with an accompanying sample work sheet might be included for this section.

A very good suggestion is included re mutual trades between schools in order to adjust for items in excess at one school but which represents need in another. The exchange of equipment (trade) between the schools would require considerable contact professionally between TAVC's. This has not been provided for in the manual.

Utilization

Nothing in this manual indicates a scheme which would lead teachers to a "forced consideration of" media as a means of improving programs for the disadvantaged. There should be within the implementation process a provision for making the TAVC and his services so attractive that he will be sought after to provide instructional support, and will not be subjected to resistance of teaching personnel to change.

What assurance is there that children will be permitted to use a range of divices and engage in a variety of activities which enhance their learning? Are oral-aural activities deliberately minimized in deference to visuals?

What is the assumption regarding the ingredients of any successful instructional program based on an experienced classroom teacher? Marginal educational experiences may leave many pupils, especially the disadvantaged, intellectually scarred depending on the exposure duration and development stage at which the child encounters this type teacher. Do teachers make discoveries re verbalization, for example, and as a result make use of media to facilitate instruction and learning?

Specific procedure should be introduced to assure that field-generated ideas will be reviewed and initiated, and that acceptance or justification criteria will be developed, so as to foster creativity and sharing from the classroom ranks.

Task Force #23- Fundamental Skills: Tools for Learning

Submitted by: Charles M. Long
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The Task Force is to be commended for the fresh, creative, and potentially helpful approach which it took to skill development. Only minor questions, perhaps, need to be considered regarding the four basic concepts which underlie the development of a curriculum of fundamental skills. Skills as tools, the mastery of skills, the spiral approach to the teaching of skills, and the integrating of skill teaching, constitute a sound basis for organizing the material. Although teachers certainly should do everything they can to help the child to "completely master the operation of these tools," few intermediate school children can achieve this objective even under the most ideal conditions. Mastery is probably a life-long process. More emphasis upon the developmental nature of this concept would be more in line with sound developmental theories of learning.

No one would disagree with "the concept of integration of skill teaching," but it is difficult to achieve in a departmentally organized school. While organizational patterns were not studied by this Task Force, the problem needs to be given serious attention by school faculties.

Identifying important skills and treating each one individually is an excellent way to approach the problem in a report. The Task Force undoubtedly recognized that almost any learning activity involves a complex of skills. Teachers seldom have the opportunity,- nor is it desirable or is it implied in this report - to take out one skill and work on it to the exclusion of other related skills. Here, again, is a problem which comes more properly in the implementation of this document. Yet, the evaluator would have felt more comfortable had the Task Force given more attention to this problem in the report.

One final concern needs to be brought to the attention of the school faculties who will have the responsibility for doing something about skill teaching. The excellent suggestions for teachers which are given throughout the report seldom touch upon the crucial out-of-school interests and concerns which face children in disadvantaged area schools. Perhaps they are implied but even suggestions to teachers in a report coming from the Board of Education often assume the authority of policy statements. To get at this concern in another way, the suggestions which were omitted may give the impression that activities relating to civil rights and school boycotts, for example, are not to be used as content for teaching fundamental skills. This statement leads the evaluator to raise an even more basic issue, namely, how functional should the fundamental skills be in the lives of children? The implication involved in this question does not imply that the mastery of skills in themselves is not "self-rewarding." This is, of course, true, but unused or little used tools tend to be quickly forgotten.

The report, which very properly was developed to be used as guidelines for teachers, should prove to be a most valuable "tool." Again, the Task Force is to be complimented. Their work should prove to be an invaluable source to school faculties.

Task Force Report #24

AN EVALUATION OF: THE PERFORMING AND CREATIVE ARTS

By Paul B. Williams

It is very refreshing in this world of mixed up values, where there is too much emphasis on speed, space and silver, to find a group of dedicated people who together forged a plan --hammered it out on the anvil of discontent-- for bringing into the lives of fifth and sixth graders a series of day-after-day experiences in creative and performing arts that will enlarge their lives not only as intensely interested viewers but also as participators on whatever level of skills they have been able to attain. As a plus value it may well help to preserve their sanity in a mad world.

GENERAL OVER-ALL EVALUATION

In the Board of Education City of New York Project Description of April 25, 1966 the following two paragraphs appear which have a particular application to The Performing and Creative Arts document.

1) "The curriculum will aim to develop the insights, understandings, and new appreciations essential for the competent living of the underprivileged child in a great urban center. Emphasis in all curriculum areas will be placed on growth in human and social relations that contribute to an understanding of the worth of all people. In each curriculum area, the emphasis will be placed on developing in disadvantaged pupils, at an earlier age than before, the understandings inherent in each subject discipline. Emphasis will be on meeting individual needs, learning to study effectively, and achieving a substantial degree of competence."

2) "To develop a new, more effective curriculum designed to meet the needs of a high percentage of disadvantaged pupils, grades 5-8, living in a great urban center".

There can be little doubt that this curriculum in the performing and creative arts, if carried out as indicated, would fulfill the Board of Education's hopes. The emphasis on the "underprivileged child" and the "disadvantaged pupil" is right and proper but it is also a good program for those whose socio-economic position is more favorable.

This program will certainly "develop insights, understandings, and new appreciations essential for competent living... in a great urban center" for all fifth to eighth graders, not just the disadvantaged and underpriviledged. In fact it could be said that any fifth to eighth grader who doesn't live under this curriculum will himself be an underpriviledged and disadvantaged person as he tries to live in our complex society.

ART

"Art is a discipline in its own right". This is a courageous statement and it is about time that there should be no apology for art.

The philosophical statements and the long-range aims are for the most part very satisfying. There is ample attention paid to developing "a sense of individuality, reliance on one's own judgment, and a respect for the uniqueness of each individual's art expression."

The inclusion of a provision, "for pupil growth by encouraging him to experiment, to create, to judge, and to evaluate his progress in art" is a good thing to see here. This, fortunately, has been balanced by the realization that skill is necessary in the development of a craft in art and provision has been made for it. Without craft, art becomes merely a dabbler's paradise, the results of which can be seen in all too many exhibition salons today.

The concept, "Thinking -seeing- doing are all parts of a continuous process" is much more appropriate to working in the discipline of Art than, "What is expressed visually may be described verbally". A verbal attempt may meet the same failure one experiences in trying to describe the Mona Lisa smile.

An individual chooses an art form as his medium of communication because his vocabulary of line, mass and color is superior to his vocabulary of words and because his confidence in his ability with a brush is greater than his confidence in his ability to speak.

INDUSTRIAL ARTS

This program is to "provide the children with their initial creative experience with the tools and materials of our industrial society and will give them similar opportunities to compliment many other activities related to the performing arts." This is entirely laudable. I have taught stagecraft on the college level and have been appalled to see the number of students who were unable to make the most rudimentary use of hammers or saws and were unable to tell the difference between the function of a screw driver and a chisel.

It is also refreshing to note that this is not to be a system in which each teacher jealously guards the exclusiveness of his own area but instead welcomes an opportunity to contribute to the creative activities of the performing arts.

The units on skin drums and graphic arts are certain to be stimulating. One hopes that the job sheets will have a little more accuracy than the one on page 32 which shows a one-octave marimba with only seven bars.

DANCE

This section is very realistic in one respect and, seemingly, unrealistic in another.

The creators of the material on dance anticipate that it will, in all probability, be taught by a teacher not especially trained in dance. The whole structure of the curriculum, therefore, is set up in such a way as to accommodate such a teacher. This is fine and does not weaken the structure.

The amount of material included herein is staggaring. There is enough to cover grades five through eight and perhaps longer.

I have seen a demonstration of the Betty Rowen approach and have watched how effectively it involves the youngsters. I could wish that every fifth grader going into the new dance curriculum could have been through Betty's program first.

This section is probably the most complete. It is a detailed road map and very exciting all the way.

CREATIVE DRAMATICS

If the guidelines of this curriculum are followed as drawn up, some of the pitfalls of existing extra-curriculum dramatics will be avoided.

The philosophy influencing the whole structure is sound and sensitive to the needs of the pupils. I have a particular fondness for "The need to adapt oneself to the art form is at once an experience and a discipline." I hasten to add that there is no lack of opportunity for the individual to exercise his imagination and to explore his own potential but it is always with the guidance of his teacher and his peers. It cannot, of course, be otherwise. A performer, by the very act of performing, is not in the best position to judge the nature of his performance. He must be dependant on the reaction of others to his acting.

While this curriculum does not pretend to use creative dramatics as a therapeutic device it certainly does provide excellent opportunities for character development and increased understanding of one's fellow man.

The materials presented here are stimulating and workable anywhere.

Let us hope that some public performance may be so well done which can remove the curse so often rightly pronounced over children's dramatics.

MUSIC

In the General Objectives two items are particularly admirable: "Love of music which results from a growth in skill and knowledge in handling the materials of music." This is the affection which has been stifled in many a child. Second: "Musical taste which results from an informed exposure to the finest music."

It is a relief to see that youngsters will be exposed to Bach, Beethoven and Tschaikowsky and it is hoped that when the exposure to Copland is effected it will not be to the outrage he wrote under commission for presentation at the Lincoln Center opening.

It is almost necessary to have most of the performing emphasis in music on singing at this level. Only long practice could make instrumental performance bearable and that is not practicable.

One looks for an indication that this curriculum would make a proper use of pupils who are taking private lessons. Is there an area of potential conflict here?

The materials presented here are very substantial and suggest that development over an eight-to-ten week period should be considerable.

Finally, let us hope that the introduction of patriotism into the program will not prevent the learning of a Pete Seeger song or two.

BUILT-IN BOOBY TRAPS

This plan, fine as it is, has some hidden problems in it. It must be viewed in relation to the environment in which it is expected to work. I do not suppose that I can uncover all of the unfavorable items in the program but I here call attention to some that occurred to me.

THE POPULATION

A high percentage of the children bearing the certificate of graduation from the fourth grade and entering the graduate school of the fifth grade will be more than a step away from the threshold where their teachers expect to meet them.

The reasons for this situation are several. In most lower group schools there has not, as yet, been a curriculum which would springboard a youngster into the anticipated new curriculum. Parent support for such a curriculum has not, for the most part, been generated and this is partly because the cultural level of a majority of homes is so unimaginative as to preclude the idea of such a program. And I am not speaking yet of the "disadvantaged" and the "underpriviledged". In this category there is not even the vocabulary to deal with the most basic creative concepts and in many instances there is a language barrier.

PERSONNEL TRAINING

Except for some offhand references to "language differences" I see little evidence that the plan takes into account the necessity for in-service and pre-service training. This would be essential in any case and particularly so in the New York City system which is not noted for encouraging the classroom teacher to exercise his imagination in the solution of problems even if he should be able to salvage a moment or two from his burden of clerical duties to do so.

L'ENVOI

If a benevolent climate can be provided for this curriculum in creative and performing arts it could be the beginning of a renaissance in the United States of America. It could mean the development of values so sorely needed. It could mark the end of bad drama, bad acting, bad music, bad painting and sculpturing for these can exist only when the people have no standards of their own. With the development of a sense of values the phonies will be dropped out and that is a consumation devoutly to be wished not only in the arts but also in politics, business, education and every other area of human endeavor.

A PROJECT TO DEVELOP A CURRICULUM FOR DISADVANTAGED STUDENTS IN THE INTERMEDIATE SCHOOL (Middle School)

Appendix C

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